



Pembroke State University

OF THE UNIVERSITY OF NORTH CAROLINA

1993-94 Catalog



Pembroke State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award Bachelor's and Master's level degrees. Pembroke State University is accredited by or is a member of:

The North Carolina Association of Colleges and Universities
The National Council for Accreditation of Teacher Education
The National Association of Schools of Music
The American Association of Colleges for Teacher Education
The American Council on Education
The North Carolina Criminal Justice Education and Training Standards Commission
The North Carolina State Board of Education
The American Association of State Colleges and Universities
The Council on Social Work Education
The National Association of Schools of Public Affairs and Administration

* * * * *

This catalog provides the basic information you will need about Pembroke State University. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each faculty member.

Pembroke State University is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on color, national origin, religion, sex, age, or handicap. Moreover, Pembroke State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of American Indian, Asian, Black, and Hispanic students.

* * * * *

Pembroke State University reserves the right to change without notice any fee, provision, offering, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

* * * * *

Pembroke State University is one of sixteen universities in The State of North Carolina that comprise The University of North Carolina.

Pembroke State University has a thirteen-member Board of Trustees and like the other institutions of The University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

ABOUT THE COVER: This is a stylized version of the Pembroke State University logo, depicting the building facade of "Old Main," the oldest building on campus and a sunrise.

This catalog was prepared under the auspices of the PSU Office of Public Information
Monika Brown, Co-Editor
Kim Thompson, Co-Editor and Publications Coordinator
Bobby Ayers, Photographer
Monnie Sanderson, Editorial Assistant
Printed by Gilliland Printing

Pembroke State University



OF THE UNIVERSITY OF NORTH CAROLINA

1993-1994 CATALOG

WHOM TO CONTACT ABOUT Telephone (919) 521-6000

| | |
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| Academic Records & Transcripts | Office of Records and Special Programs, 521-6303 |
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| Bookstore | Student Supply Store Manager, 521-6222 |
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| Evening Program..... | Office of Continuing Education, 521-6367 |
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| Security | Campus Security, 521-6235 |
| Sports Information | Office of Sports Information, 521-6370 or 521-6371 |
| Student Activities | Office for Student Activities, 521-6207 |
| Summer Programs..... | Office of Continuing Education & Summer Programs, 521-6367 |
| Teacher Education and Certification..... | Director of Teacher Education, 521-6455 |
| Television Station (WPSU) | 521-6378, 521-6616 |
| Tests (A.C.T., S.A.T., M.A.T.)..... | Counseling and Testing Center, 521-6202 |
| Veterans Information..... | Office of Financial Aid, 521-6339 |

All communications should be directed to the proper University office and addressed to:

Pembroke State University
Pembroke, North Carolina 28372-1510

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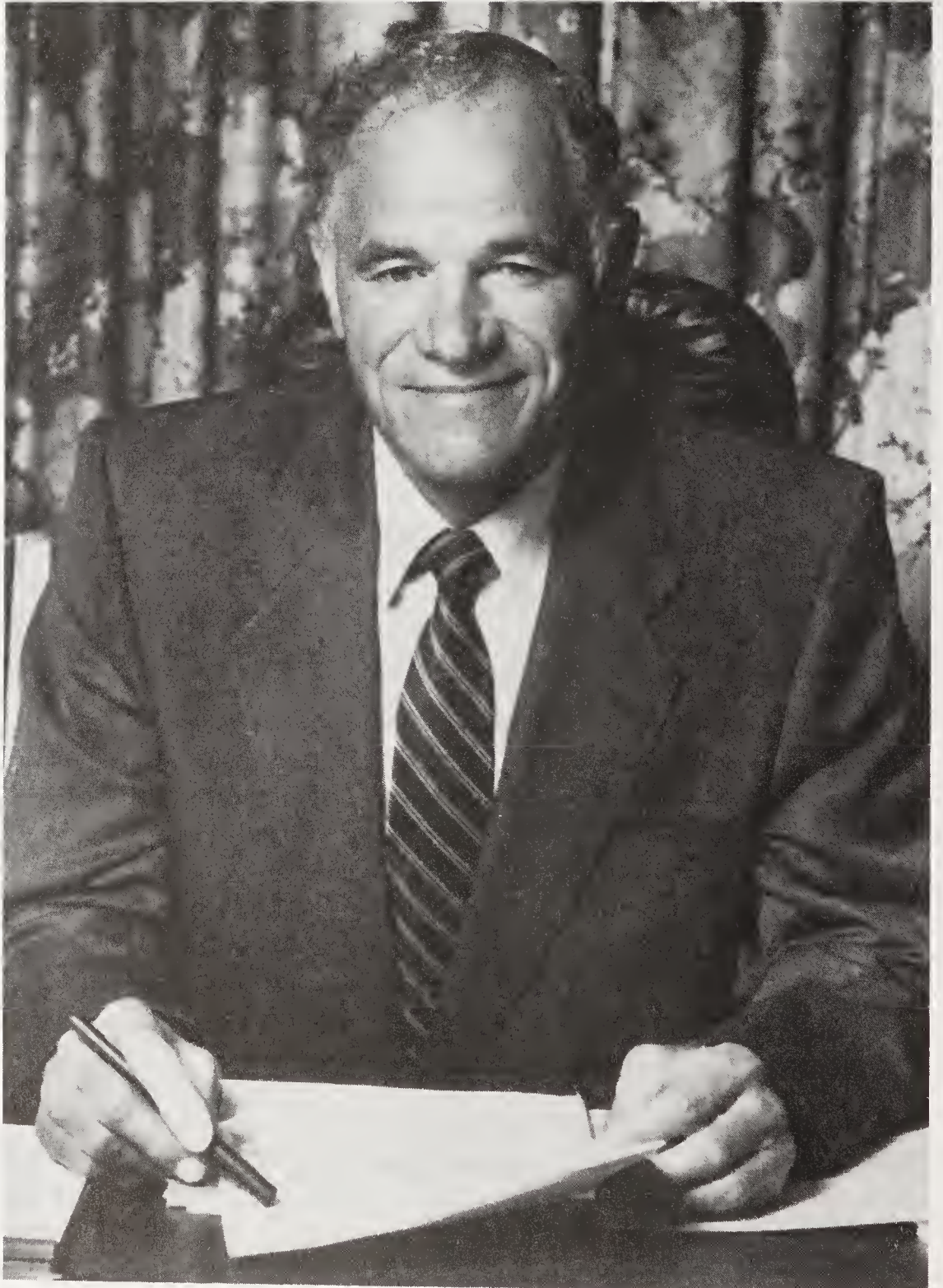
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PEMBROKE STATE UNIVERSITY





Office of the Chancellor
Pembroke State University
Pembroke, NC 28372-1510
(919) 521-6201

Welcome to Pembroke State University.

I invite you to examine this catalog and discover the many attractive features of Pembroke State University. You will find that you have made a great choice by selecting this University. Our classes are small and our faculty is accessible. Acquaint yourself with your professors, participate in class, ask questions, debate. You will delight your professors with lively and appropriate discussions.

Our student activities, cultural series, and athletic events all complement our solid academic programs. Make the most of your college experience--I know of no better setting than a college campus to maximize your intellectual and social development.

We hope that your decision to attend Pembroke State University will begin a lifelong commitment to learning. The information in this catalog will not only help you plan your college career, but when properly used, will help you customize a curriculum to enhance your personal growth.

Sincerely,



Joseph B. Oxendine
Chancellor

PEMBROKE STATE UNIVERSITY

Baccalaureate Degree Programs

Programs are listed under the appropriate academic departments.

American Indian Studies, B.A.

Art

Art, B.A.

Art Education, B.S.

Biology, B.S.

Biology

Biomedical Emphasis

Medical Technology

Pre-Podiatric Medicine

Biology Education

Business Administration and Economics

Business Administration, B.S.

Accounting

Management

Office Administration

Economics

Business Education

Business, Applied Science, B.S.A.S.

Chemistry (see Physical Science)

Communicative Arts, B.A.

Dramatic Literature & Performance

Language & Literature

English Education

Contracted Major

Arts Management

Broadcasting

Journalism

Public Relations/Communication

Theatre Arts

Computer Science (see Mathematics and Computer Science)

Criminal Justice (see Sociology, Social Work, and Criminal Justice)

Education, B.S.

Elementary Education

Middle Grades Education

Special Education

Learning Disabilities

Mental Retardation

English Education (see Communicative Arts)

Health, Physical Education, & Recreation

Health and Physical Education, B.S.

Physical Education (K-12)

Recreational Management/Administration

History, B.A.

History

Social Studies Education

Mathematics and Computer Science, B.S.

Computer Science

Mathematics

Mathematics Education

Music,

Music, B.A.

Performance

Music Industry

Music Education, B.M.

Nursing, B.S.N.

(for Registered Nurses)

Philosophy and Religion, B.A.

Philosophy

Religion

Physical Education (see Health

Physical Education & Recreation)

Physical Science

Chemistry, B.S.

Biomedical Emphasis

Medical Technology

Political Science, B.A.

Political Science

Pre-Law

Public Administration

Psychology, B.S.

Science Education, B.S.

Social Studies Education

(see History)

Sociology, Social Work, & Criminal Justice

Sociology, B.A.

Criminal Justice, B.A.

Social Work, B.S.W.

Special Education (see Education)

Academic Minors Offered

| | | |
|-------------------------|---|-----------------------|
| American Indian Studies | Journalism | Psychology |
| Applied Gerontology | Language | Public Administration |
| Art | Legal Studies | Public Relations |
| Athletic Coaching | Literature | Communication |
| Business Administration | Mathematics | Recreation |
| Computer Science | Medical Sociology | Religion |
| Economics | Personnel and Organizational Leadership | Sacred Music |
| French | Philosophy and Religion | Sociology |
| Geography | Philosophy | Spanish |
| Geology | Physical Education | Speech |
| Health Education | Physics | Theatre |
| History | Political Science | World Studies |
| Jazz Studies | | Writing |

Other Special Programs

Chancellor's Scholars Program
 Teaching Fellows Program
 Graduate Minority Achievers Program
 College Opportunity Program
 Health Professions Programs (including MARC)
 Aerospace Studies: Air Force ROTC
 Military Science: Army ROTC

Master's Degree Programs

Master of Arts in Education (M.A.Ed.)
 Educational Administration and Supervision
 Elementary Education
 Elementary Education (K-6)
 Reading Education
 English Education
 Mathematics Education
 Middle Grades Education (6-9)
 Master of Arts in School Counseling (M.A.)
 Master of Science in Organizational Leadership and Management (M.S.)

SUMMARY OF GENERAL EDUCATION REQUIREMENTS*

A. Basic Skills (6 or 9 hours)

CMA 105, 106; CMA 102 (unless exempt)

B. Humanities (18 hours, or 15 hours if CMA 102 required)

1. Fine Arts (3 hours) Choice of one: ART 205, THE 250, MUS 230, 295
2. Literature (3 hours) Choice of one: ENG 203, 205, 206
3. History (3 hours) Choice of one: HST 101, 102, 126, 127, 210 (AIS 210)
4. Philosophy/Religion (3 hours) Choice of one: PHI 100, 101, 204; REL 130
5. Humanities Electives (6 hours, or 3 hours if CMA 102 required)

Choice of two courses, to be chosen from two areas below. A student may elect six hours of foreign language. Chancellor's Scholars may elect six hours from Area 5. Teacher Education candidates take history and literature. Students who take CMA 102 for Basic Skills take 3 hours, which may not be CMA 100 or CMA 101.

Area 1. Fine Arts: ART 101, 205; THE 250; MUS 113, 209, 230, 296

Area 2. Communicative Arts: CMA 100, 101, ENG 204, 205, 206, 207, 220 (AIS 220), 221, 246; FRH 131, 132, 231, 232; GER 131, 132, 231, 232; ITL 131, 132; SPN 131, 132, 231, 232

Area 3. History: HST 101, 102, 126, 127, 210 (AIS 210), 250

Area 4. Philosophy/Religion: AIS 201, PHI 100, 101, 102 (REL 102), 202, 204, 205, 211; REL 105, 106, 130, 209, 213 (AIS 213), REL 214, 216, 218

Area 5. Chancellor's Scholars only: CSP 200, 201

Note: No more than two of the following courses—AIS 201, 210 (HST 210), AIS 213 (REL 213), AIS 220 (ENG 220)—shall apply to requirements.

C. Social Science (12 hours)

Choice of four out of five disciplines, with 3 hours in each of the four.

Economics: ECN 100

Geography: GGY 101, 102, 200, 206 (ECN 206) Political Science: PLS 100, 101

Psychology: PSY 101

Sociology SOC 101, 105, 201

Chancellor's Scholars may substitute CSP 100 and 275 for courses in any two disciplines.

D. Natural Science and Mathematics (12 hours)

1. Biology (3 hours)—BIO 100

2. Physical Science (3 hours)—Choice of one: CHM 100, PHS 110, 111; PHY 100, 150, 200 (Chancellor's Scholars only: CSP 151)

3. Mathematics (3 hours)—Choice of one: 105, 106, 107, 108, 109, 221

4. NatSci/Math Elective (3 hours)—Choice of one from Categories 2 and 3 or 3 hours from the following: BIO 100L, 101, 102, 103, 201, 207, 210; CHM 100, 101; CSC 200, 201, 202; GLY 100, 115; MAT 105, 106, 107, 108, 109, 118, 210, 221, 222; PHS 110, 111, 116, 156; PHY 100, 101, 115, 150, 151, 200, 201. Chancellor's Scholars only: CSP 150.

E. Physical Education (2 hours) Select from PED 101, 130, 131, 132, 133, 134, 135, 137, 138, 139, 140, 141, 145, 146, 172, 177, 179, 180.

*See page 47 for complete description of General Education Requirements.

PEMBROKE STATE UNIVERSITY

CALENDAR — 1993-94

FIRST SEMESTER

| | |
|---|--|
| August 18, Wednesday | 4:00 p.m. - Classes will be cancelled for students who registered early and have not paid. |
| August 22, Sunday | 1:00 p.m. - Residence Halls open for Freshmen |
| August 22-24, Sunday-Tuesday | Orientation and Testing Program |
| August 23-25, Monday-Wednesday | 9:00 a.m. - 4:00 p.m. Undergraduate Registration 8:00 a.m. - 5:00 p.m. Graduate Registration |
| August 24, Tuesday | Residence Halls open for upperclassmen |
| August 24, Tuesday | 4:00 p.m. - 6:00 p.m. Evening Registration |
| August 25, Wednesday | 5:00 p.m. Classes will be cancelled for Students who registered and have not paid |
| August 26, Thursday | 8:00 a.m. - Undergraduate Classes begin 6:30 p.m. - Graduate Classes begin Late Registration Fee applies Drop-Add (No Charge) |
| August 26-27, Thursday-Friday | |
| August 30, Monday | Drop-Add Fee begins |
| September 6, Monday | Holiday |
| September 7, Tuesday | 4:00 p.m. - Last Day to Register for a Class or to Add a Class |
| September Wednesday | 10:15 a.m. - Fall Convocation |
| September 16, Thursday | Last Day to Drop a First-Eight-Week Course with a "W" Grade |
| October 7, Thursday | End of First Six Weeks and Last Day to Drop a Course with a "W" Grade |
| October 20, Wednesday | 4:00 p.m. - Mid-Semester Grades Due |
| October 21-22, Thursday-Friday | Mid-Semester Break |
| October 21, Thursday | Mid-Point of the Semester. Last Date for Prorated Tuition/Fee Refund |
| November 10, Wednesday | 10:00 - 11:15 a.m. - Departmental Majors Meeting |
| November 10-23, Wednesday-Tuesday | 9:00 a.m. - 5:00 p.m. - Advisement and Early Registration (Graduate and Undergraduate) |
| November 11, Thursday | Last Day to Drop a Second-Eight-Week Course with a "W" Grade |
| November 17, 18, 22, 23 Wednesday, Thursday Monday, Tuesday | 4:00 p.m. - 6:00 p.m. - Evening Advisement and Early Registration |

| | |
|--------------------------------------|---------------------------------------|
| November 25 - 26, Thursday-Friday | Holidays |
| December 8, Wednesday | 10:00 p.m. - Classes End |
| December 9, Thursday | Reading Day for Final Examinations |
| December 10 - 16, Friday-Thursday | Final Examinations |
| December 16, Thursday | 5:00 p.m. - All Residence Halls Close |

SECOND SEMESTER

| | |
|--|--|
| January 4, Tuesday | 8:00 a.m. - All Residence Halls Open |
| January 4-5, Tuesday-Wednesday | 9:00 a.m. - 5:00 p.m. - Undergraduate and Graduate Registration |
| January 4, Tuesday | 4:00 p.m. - 6:00 p.m. Evening Registration |
| January 5, Wednesday | 5:00 p.m. - Classes will be cancelled for Students who registered and have not paid |
| January 6, Thursday | 8:00 a.m. - Undergraduate Classes Begin 6:30 p.m. - Graduate Classes Begin Late Registration Fee Applies Drop-Add (No Charge) |
| January 6-7, Thursday-Friday | |
| January 10, Monday | Drop-Add Fee Begins |
| January 17, Monday | Holiday |
| January 18, Tuesday | 5:00 p.m. - Last Day to Register for a Class or to Add a Class |
| January 27, Thursday | Last Day to Drop a First-Eight-Week Class with a "W" Grade |
| February 17, Thursday | End of First Six Weeks and Last Day to Drop a Class with a "W" Grade |
| March 3, Thursday | Mid-Point of the Semester. Last Date for Prorated Tuition/Fee Refund |
| March 4, Friday | 4:00 p.m. - Mid-Semester Grades Due 5:00 p.m. - All Residence Halls Close 10:00 p.m. - Spring Vacation Begins |
| March 13, Sunday | 1:00 p.m. - All Residence Halls Open |
| March 14, Monday | 8:00 a.m. - Classes Resume |
| March 24, Thursday | Last Day to Drop a Second-Eight-Week Class with a "W" Grade |
| April 1-4, Friday-Monday | Holidays |
| April 6, Wednesday | Awards Day |
| April 13, Wednesday | Departmental Majors Meeting |
| April 13-25, Wednesday-Monday | 9:00 a.m. - 5:00 p.m. - Advisement and Registration (Undergraduate & Graduate) |
| April 13, 14, 18, 19 Wednesday, Thursday | 4:00 p.m. - 6:00 p.m. - Evening Advisement and Early Registration |
| Monday, Tuesday | |
| April 25, Monday | Classes End |
| April 26, Tuesday | Reading Day for Final Examinations |
| April 27-May 3, Wednesday-Tuesday | Final Examinations |
| May 3, Tuesday | 5:00 p.m. - All Residence Halls Close |
| May 4, Wednesday | 8:00 a.m. - Senior Grades Due |
| May 7, Saturday | 2:00 p.m. Commencement |

SUMMER SESSION 1994 FIRST AND INTRA SESSION

| | |
|----------------------------------|---|
| May 25, Wednesday | Students who registered in April must pay fees by 4:00 p.m. or registration will be cancelled |
| May 26-27, Thursday-Friday | 9:00 a.m.-4:00 p.m.-Registration |
| May 27, Friday | 8:00 a.m.-Residence Halls Open |
| May 30, Monday | 8:00 a.m.-Classes Begin |
| | Late Registration and Change of Course Fee Apply |
| May 31, Tuesday | Last Day to Register for Course Credit |
| June 8, Wednesday | Last Day to Drop a Course with a "W" Grade |
| June 13, Monday | 8:00 a.m.-Intra Session Begins |
| | Fees must be paid by 4:00 p.m. or registration for Intra Session will be cancelled |
| June 24, June 27, Friday, Monday | 9:00 a.m.-4:00 p.m.-Early Registration for Second Session |
| July 1, Friday | Final Examinations and Last Day of First Term |

SECOND SESSION

| | |
|-------------------|--|
| July 1, Friday | 8:00 a.m.-4:00 p.m.-Registration |
| July 4, Monday | Holiday |
| July 5, Tuesday | 8:00 a.m.-Classes Begin |
| | Late Registration Fee and Change of Course Fee Apply |
| July 6, Wednesday | Last Day to Register for Course Credit |
| | Fees must be paid by 4:00 p.m. or registration will be cancelled |
| July 14, Thursday | Last Day to Drop a Course with a "W" Grade |
| August 8, Monday | Final Examinations and Last Day of Second Term |
| | 5:00 p.m.-Residence Halls Close |



GENERAL INFORMATION

The University of North Carolina

Pembroke State University

Academic Services and Facilities

The University of North Carolina A HISTORY

“...to consult the happiness of a rising generation, and endeavor to fit them for a honorable discharge of the social duties of life, by paying the strictest attention to their education...”

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of the University of North Carolina. Pembroke State University is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of the University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined the University of North Carolina to include three state-supported institutions, the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into the University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate; Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, Pembroke State University, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.)

The UNC Board of Governors is the policy-making body legally charged with “the general determination, control, supervision, management, and governance of all affairs of the constituent institutions.” It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

C.D. SPANGLER, JR., B.S., M.B.A., D.H.L., LL.D. — President
WILLIAM F. LITTLE, B.S., M.A., Ph.D. — Vice President-Academic Affairs
ROY CARROLL, B.A., M.A., Ph.D. — Vice President-Planning
NATHAN F. SIMMS, JR., B.S., M.S., Ph.D. — Vice President-Student Services and
Special Programs
L. FELIX JOYNER, A. B. — Vice President-Finance
JASPER D. MEMORY, B.S., Ph.D. — Vice President-Research and Public Service
WYNDHAM ROBERTSON, A.B. — Vice President-Communications
DAVID G. MARTIN, B.A., LL.B. — Vice President-Public Affairs
JAY M. ROBINSON, B.S., M.A., Ed.D. — Vice President-Special Projects
L.B. CORGNATI, JR., B.S., M.S. — Interim Secretary of the University
RICHARD H. ROBINSON, JR., A.B., LL.B. — Assistant to the President

BOARD OF GOVERNORS

| | Term Expires | | Term Expires |
|---|-----------------------------------|----------------------------|------------------------|
| Samuel H. Poole (Chairman) | 1995 | Bert Collins | 1997 |
| 4201 Settlement Drive | | 411 W. Chapel Hill Street | |
| Durham, NC 27713 | | Mutual Plaza | |
| | Tel: Res: 919/489-6326 | Durham, NC 27707 | |
| W. Travis Porter (Vice Chairman) | 1995 | | Tel: Bus: 919/682-9201 |
| Post Office Box 13646 | | J. Earl Danicley | 1995 |
| Research Triange Park, NC 27709 | | Post Office Box 245 | |
| | Tel: Bus: 919/361-4900 | Elon College, NC 27244 | |
| | Res: 919/489-4928 | | Tel: Bus: 919/584-2462 |
| | Fax: 919/361-2262 | | Rcs: 919/584-0646 |
| Roderick D. Adams | 1997 | | Fax: 919/538-3986 |
| Post Office Box 2855 | | Charles D. Evans | 1995 |
| Durham, NC 27705 | | Post Office Box 2239 | |
| | Tel: Bus: 919/383-1203 | Manteo, NC 27954-2239 | |
| | Res: 919/489-9517 | | Tel: Bus: 919/441-4338 |
| | Fax: 919/383-1487 | | Res: 919/473-2055 |
| G. Irvin Aldridge | 1997 | | Fax: 919/441-8414 |
| Aldridge, Seawell & Khoury | | John A. Garwood | 1997 |
| 805 N. Main Highway | | 406 Mark Lane | |
| Post Office Box 339 | | North Wilkesboro, NC 28659 | |
| Manteo, NC 27954 | | | Tel: Bus: 919/667-9191 |
| | Tel: Bus: 919/473-3484 | | Res: 919/838-5378 |
| | Res: 919/473-2207 | | Fax: 919/667-0808 |
| Mark L. Bibbs | 1997 | Alexander M. Hall | 1995 |
| 103-321 Timber Hollow Court | | 718 Markct Street | |
| Chapel Hill, NC 27514 | | Wilmington, NC 28401 | |
| | Tel: Res: 919/929-4436 | | Tel: Bus: 919/343-8433 |
| Lois G. Britt | 1997 | | Res: 919/270-3505 |
| Route 2, Box 40 | | | Fax: 919/343-8165 |
| Mount Olive, NC 28365 | | James E. Holshouser, Jr.* | |
| | Tel: Bus: 919/289-2111 | 130 Longleaf Drive | |
| | Res: 919/658-3412 | Southern Pines, NC 28387 | |
| | Fax: 919/289-2627 | | Tel: Bus: 919/295-4250 |
| C. Clifford Cameron | 1995 | | Res: 919/692-5857 |
| 1970 Two First Union Center | | | Fax: 919/295-2630 |
| Charlotte, NC 28288-0016 | | Wallace N. Hyde | 1997 |
| | Tel: Bus: 704/374-6470 | 3208 Brantford Place | |
| | Res: 704/364-4434 | Raleigh, NC 27607 | |
| | Fax: 704/338-9539 or 919/633-3006 | | Tel: Bus: 919/968-4472 |
| Philip G. Carson* | 1995 | | Res: 919/783-7422 |
| Post Office Box 2714 | | Robert L. Jones* | 1995 |
| Asheville, NC 28802 | | Post Office Box 19067 | |
| | Tel: Bus: 704/252-7381 | Raleigh, NC 27619 | |
| | Res: 704/274-7893 | | Tel: Bus: 919/829-2490 |
| | Fax: 704/252-5018 | | Res: 919/494-7180 |
| John F.A.V. Cecil | 1997 | | Fax: 919/821-5601 |
| Biltmore Dairy Farms, Inc. | | Jack P. Jordan | 1997 |
| Post Office Box 5355 | | Post Office Box 65 | |
| Biltmore, NC 28813 | | Mount Gilead, NC 27306 | |
| | Tel: Bus: 704/274-2000 | | Tel: Bus: 919/439-6121 |
| | | | Res: 919/439-5945 |
| | | | Fax: 919/439-6105 |

*Member *Emeritus*

| | | | |
|--|------|--|------|
| John R. Jordan, Jr.* Post Office Box 2021 Raleigh, NC 27602 Tel: Bus: 919/828-2501 Res: 919/787-4151 Fax: 919/834-8447 | 1995 | H. D. Reaves, Jr. Home Federal Savings & Loan Post Office Box 1540 Fayetteville, NC 28302 Tel: Bus: 919/483-3681 | 1997 |
| Valeria L. Lee Z. Smith Reynolds Foundation 101 Reynolda Village Winston-Salem, NC 27106 Tel: Bus: 919/725-7541 Res: 919/661-1733 | 1995 | Benjamin S. Ruffin Post Office Box 2959, 14 Reynolds Winston-Salem, NC 27102 Tel: Bus: 919/741-3512 Res: 919/922-4878 Fax: 919/741-7694 | 1995 |
| The Hon. James G. Martin Carolinas Medical Center 1001 Blythe Boulevard Charlotte, NC 28203 Tel: Bus: 704/355-2000 | 1995 | Joseph H. Stallings Post Office Box 12347 Raleigh, NC 27605 Tel: Bus: 919/833-2983 Res: 919/460-1106 Fax: 919/834-3481 | 1995 |
| Helen Rhyne Marvin 119 Ridge Lane Gastonia, NC 28054 Tel: Bus/Res: 704/864-2757 | 1997 | Thomas F. Taft Post Office Box 1766 Greenville, NC 27835 Tel: Bus: 919/752-2000 Res: 919/355-7299 Fax: 919/830-1668 | 1995 |
| D. Samuel Ncill 222 Third Avenue West Hendersonville, NC 28739 Tel: Bus: 704/693-1739 Res: 704/693-0621 Fax: 704/696-9163 | 1997 | H. Patrick Taylor, Jr. 115 East Wade Street Wadesboro, NC 28170 Tel: Bus: 704/694-2142 Res: 704/694-2093 Fax: 704/694-5481 | 1995 |
| Ellen S. Newbold Route 2, Box 255 Rose Hill, NC 28458 Tel: Res: 919/289-4376 | 1997 | Priscilla P. Taylor 203 Country Club Drive Greensboro, NC 27408 Tel: Res: 919/275-1815 | 1995 |
| Maxine H. O'Kelley 2219 Sunset Hills Drive Burlington, NC 27215 Tel: Res: 919/584-7352 | 1997 | Joseph E. Thomas Post Office Box 2851 New Bern, NC 28561 Tel: Bus: 919/636-2100 Res: 919/244-1414 Fax: 919/637-7985 | 1995 |
| D. Wayne Peterson 14111 Capital Boulevard Wake Forest, NC 27587-5900 Tel: Bus: 919/554-7074 | 1997 | Harold H. Webb 1509 Tierney Circle Raleigh, NC 27610 Tel: Res: 919/834-8862 | 1997 |
| Marshall A. Rauch 6048 South York Road Gastonia, NC 28053 Tel: Bus: 704/867-5333 Res: 704/867-1616 Fax: 704/864-2081 | 1995 | Barbara D. Wills-Duncan Post Office Box 99161 Raleigh, NC 27624-9161 Tel: Res: 919/781-9481 Fax: 919/781-9630 | 1995 |

[Two Vacancies]

HISTORY OF PEMBROKE STATE UNIVERSITY

On March 7, 1887 the General Assembly of North Carolina enacted legislation sponsored by Representative Hamilton McMillan of Robeson County creating the Croatan Normal School. The law, which was in response to a petition from the Indian people of the area, established a Board of Trustees and appropriated five hundred dollars to be used only for salaries. A building was constructed by the local people at a site about one mile west of the present location, and the school opened with fifteen students and one teacher in the fall of 1887. For many years the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926 the Board of Trustees added a two-year normal program beyond high school, and phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

Additional college classes were offered beginning in 1931, and in 1939 a fourth year was added with the first degrees conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Until 1953 it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1942 when non-teaching baccalaureate degrees were added, and in 1945 when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally-recognized Indian groups. A few years later, in 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of White students up to forty percent of the total enrollment in 1953 and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over five hundred percent followed during the next eight years. In 1969 the General Assembly changed the name again to Pembroke State University, and made the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State."

Three years later, in 1972, the General Assembly established the sixteen-campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. The Board of Governors approved the implementation of master's programs in professional education by Pembroke State University in 1978, as well as several new undergraduate programs. Since that time additional baccalaureate and master's level programs have been approved, including an M.S. in Administrative Studies.

Pembroke State University celebrated its centennial in 1987.

**BOARD OF TRUSTEES
PEMBROKE STATE UNIVERSITY**

| | |
|---|--|
| Mr. Marion Bass (Marion & Edith) 1995 Marion Bass Financial Center 4000 Park Road Charlotte, NC 28209 Tel: Bus. 704/523-9407 Res. 704/365-1780 | Mr. Ronald C. Hammonds (Ronald & Linda) 1995 Route 8 Box 289 Lumberton, NC 28358 Tel: Res. 919/739-4973 |
| Mr. H. Dobbs Oxendine, Sr. (Dobbs) 1995 Auto Wholesale Brokers 1704 West 5th Street Lumberton, NC 28358 Tel: Bus. 919/738-7531 Res: 919/738-7907 | Mrs. JoAnn Locklear (JoAnn & Grover) 1997 Route 10 Box 816 Lumberton, NC 28358 Tel: Bus. 919/671-3386 Res. 919/738-5404 |
| Rev. Jerry Lowry (Jerry & Doreen) 1997 1300 Seaside Road, S.W. Sunset Beach, NC 28468 Tel: Bus. 919/579-5753 | Mr. John C. Nicholson (John & Terri) 1997 201 Stirling Drive Lumberton, NC 28358 Tel: Bus. 919/739-3277 Res. 919/739-2281 |
| Mr. Robert E. Caton (Bob & Faye) 1997 P.O. Box 1286 Lumberton, NC 28359 Tel: Bus. 919/738-8165 Res. 919/738-9222 | Mr. Herbert H. Robertson (Herbert & Elease) 1995 P.O. Box 6 Proctorville, NC 28375 Tel: Res. 919/628-7009 |
| Dr. Adolph L. Dial (Adolph & Harriet) 1997 Route 2 Box 295 Pembroke, NC 28372 Tel: Res. 919/521-4638 | Mr. David F. Weinstein (David & Karen) 1995 206 W. 31st Street Lumberton, NC 28358 Tel: Res. 919/739-3048 |
| Mr. Fred George (Fred & Georgianna) 1995 5419 Scotch Meadow Drive Laurinburg, NC 28352 Tel: Bus. 919/844-5631 Res. 919/276-5642 | Mrs. Gloria G. Williams (Gloria & Milton) 1997 P.O. Box 23 Raeford, NC 28376 Tel: Bus. 919/875-4106 Res. 919/875-2205 |
| Mr. Joseph Chandler Huffman President, Student Government Association University Center PSU Box 5372 Pembroke, NC 28372 Tel: Bus. 919/521-6482 | 1993-94 |

MISSION OF THE UNIVERSITY

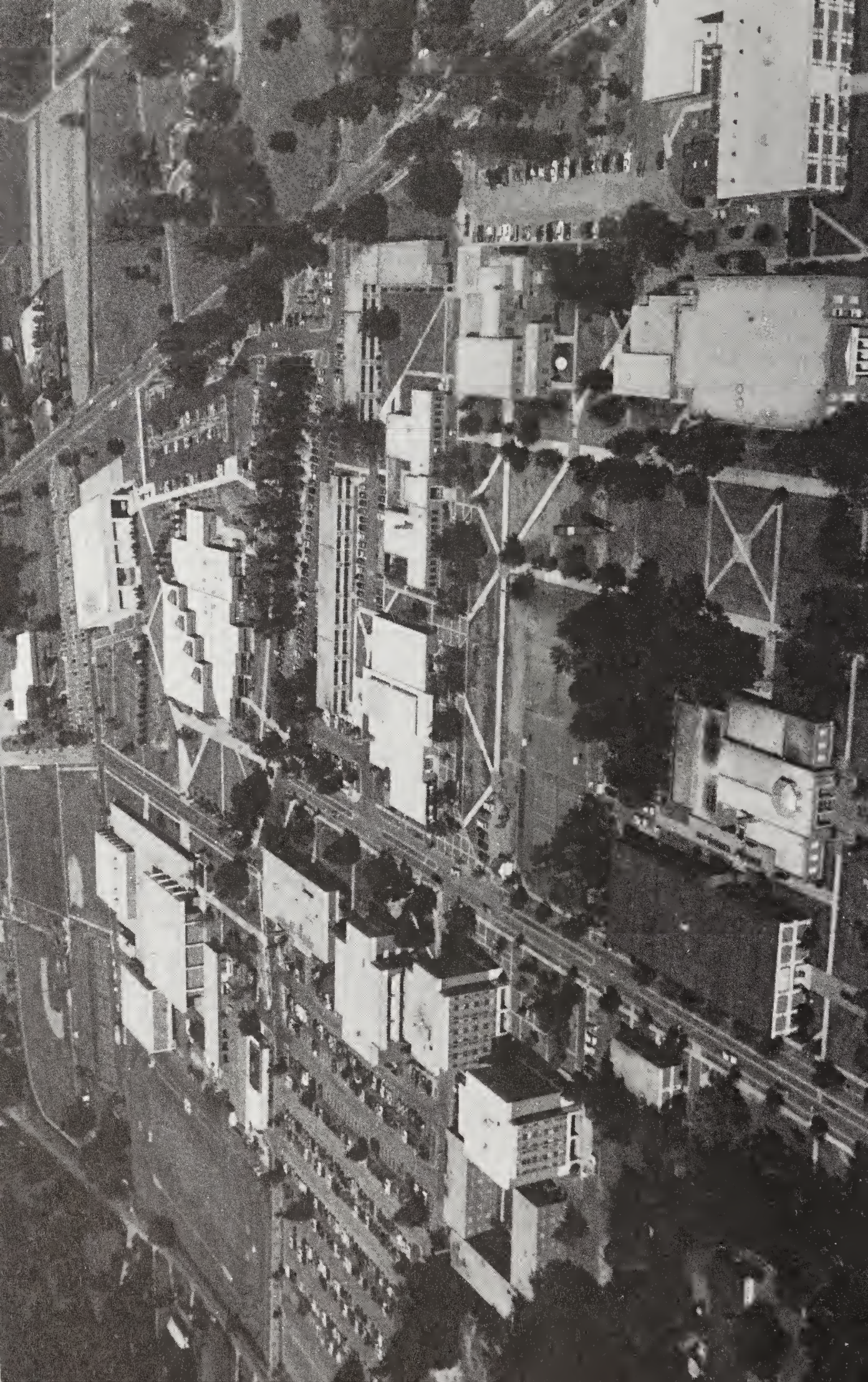
Pembroke State University, as a constituent institution of The University of North Carolina, is committed to academic excellence in a balanced program of teaching, research, and service. Student engagement with a faculty dedicated to sound, vigorous teaching and to dynamic contributions in their academic disciplines enables Pembroke State University graduates to perform with distinction within and beyond the region.

Founded in 1887 as an institution for the education of American Indians, Pembroke State University will continue to affirm the unique strength of its culturally diverse student body, community, and region. The interaction within and among these groups fosters social consciousness and sensitivity to the rights and views of others, encouraging appreciation of different cultures in a global perspective.

Through its commitment to education as a lifelong experience, the University seeks to enhance and enrich the intellectual, economic, social, cultural, and political life of the region.

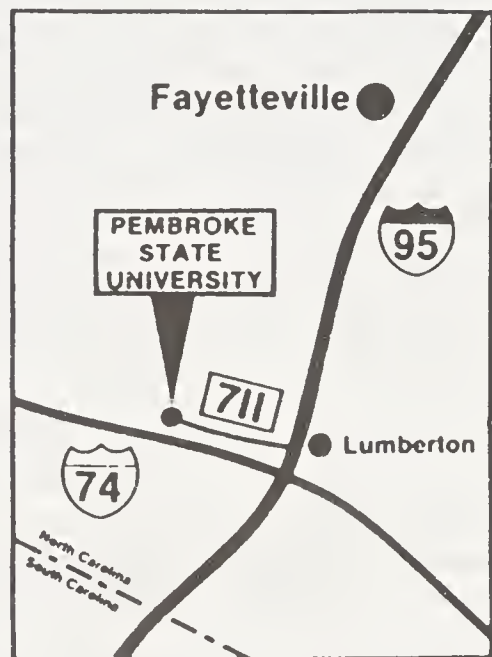
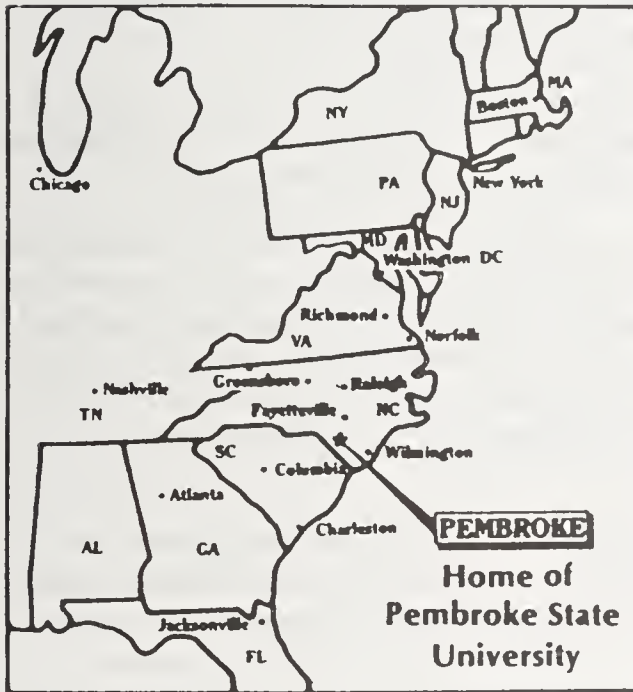
In support of this mission, Pembroke State University is committed:

1. To maintain an environment of free inquiry in which a dynamic faculty enjoy teaching and research and in which students learn and experience growth.
2. To ensure quality academic programs and learning opportunities for the liberal arts, in preparation for diverse professions and for service to the region.
3. To encourage and support meaningful faculty research and development.
4. To recruit and retain students capable of achieving academic and professional success and of enriching the intellectual, cultural, and social community of the University.
5. To provide and support extra-curricular and student life activities and facilities designed to enrich the educational experience of residential and commuter students, enhance the image of the University, and serve the region.
6. To provide ways by which the life of the region can benefit the educational experience of the University and be enhanced by the University.
7. To instill in Pembroke State University students a continuing appreciation for diverse cultures and an active concern for the well-being of others.
8. To reflect a commitment to academic and scholarly excellence, to the University's rich heritage, and to enhancement of the immediate and larger region.



LOCATION

Pembroke State University occupies 108 acres located along the western edge of the town of Pembroke in Robeson County, North Carolina. It is easily accessible by automobile, being only ten miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the Fayetteville Municipal Airport, Grannis Field, which is approximately 30 miles from the campus.



ACADEMIC SERVICES AND FACILITIES

Summer Program

The University offers two five-week terms and a three-week intra-session. Special workshops and institutes enrich the regular summer program and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extra-curricular activities, the summer session provides special opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a university degree but interested in gaining personal or professional knowledge.

A student entering Pembroke State University for the first time as a beginning freshman, a transfer student, or a student who is returning to the University after an absence of one semester or more must meet all requirements for admission.

Transient students, students who are regularly enrolled at another institution of higher education and who wish to take courses at Pembroke State University during the Summer Session for transfer to their home institution, must submit a form available from the Summer Session Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at Pembroke State University. Admission to the Summer Session *does not constitute admission to the University*.

In-service teachers who wish to attend the Summer Session for certificate renewal or other purposes must submit an application. The application form and *Summer Session Bulletin* may be obtained from the Summer Session Office.

Continuing Education

Evening Classes: Pembroke State University offers a number of evening classes for individuals who wish to earn degrees as full-time or part-time students. Degree-seeking students should contact department chairman for assistance in working out plans to fulfill degree requirements.

Students admitted for degree-credit course work in the evening must meet minimum University requirements for admission. Applicants meeting minimum University requirements will be admitted as special, part-time or regular students. (See Admissions section of the catalog).

Extension Courses: Extension instruction leads to earned credit toward a degree offered at Pembroke State University but is offered outside the regular session.

Short Courses, Institutes, and Conferences: In addition to helping students meet certificate requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population.

The University awards *Continuing Education Units* (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at Pembroke is defined as "ten contact hours of participation in an

organized continuing education experience under responsible, capable direction, and qualified instruction.”

Library Services

Named for a former Pembroke State University Dean of Women and Professor of Religious Education, the *Mary Livermore Library* serves as the chief information resource center for the Pembroke campus and also as a link with other libraries within the University of North Carolina and the nation.

Currently containing approximately 185,000 books and 1,300 periodicals subscriptions, the Mary Livermore Library serves as a depository for selected state and federal documents and houses local history materials.

Library patrons are offered services which include reference and information consultation and assistance, computerized database searching, interlibrary loan, orientation tours, and library use instruction.

Resources available to patrons include print materials for research and recreational reading, print and compact disk indexes, computerized and card catalogs, microform and photo copiers, typing and study rooms, and a computer laboratory. The resources are available to patrons 84 hours a week during academic sessions and on a reduced schedule during holiday and between-session time periods. For information concerning services and hours, please phone the circulation desk at 919-521-6516.

Specialized libraries, featuring resources appropriate to particular programs and departments, are found in several locations. In the Education Center, the Department of Education maintains a Curriculum Laboratory and a Test Review Resource Center. In Classroom Building North, the Department of Communicative Arts maintains a library of books, journals, and media resources for English Education and foreign languages. Moore Hall houses a Music Library featuring recordings, scores, and listening facilities.

University Computing and Information Services

The Office of University Computing and Information Services, located on the first floor of the Science Building Annex, provides academic and administrative computing for the University. The Center has a full-time staff of 13 and utilizes both a VAX 6310 and a VAX 8350 to handle computing needs. A Data General S/140 is used for the Library's computing application. The Center also provides supervision and technical support for three of the University microcomputer labs. The University's computer network is connected to LINC NET, a statewide data network, and is also an INTERNET node. These connections provide computing access both statewide and worldwide. There are also desktop publishing and optical scanner capabilities provided within the Center for faculty and staff.

Pembroke State University recognizes the importance of computer skills. Although no specific computer courses are required, students have many opportunities to gain computer proficiency. In freshman composition, most students learn how to use WordPerfect and use it for writing papers. All Teacher Education programs require basic computer skills. Students majoring in Business Administration are required to

take BUS 109, Business Uses of the Computer. In addition, most departments expect students to use computer software in some of their courses.

Pembroke State University provides its students with a wealth of computer resources. Each classroom building houses one or more microcomputer laboratories, and additional computers are located in the Mary Livermore Library, the Computer Center, and the D.F. Lowry building. Several laboratories are available for evening and weekend use. MS-DOS and Apple IIe are the most common microcomputers across campus, with some departments having specialized computers. MacIntosh computers and a VAX 6310, the academic mainframe, are located in the Office of University Computing and Information Services.

Student Support Programs

Student Support Programs at Pembroke State University are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school. The four projects included are Upward Bound, Student Support Services, Health Careers Academic Advancement Program (HCAAP), and Clinical Work-Study Summer Health Program (CWSSHP).

Upward Bound is funded to serve sixty-five Robeson and Hoke County high school students who have the academic potential to become first-generation college students but lack certain skills or motivation to demonstrate that talent. The program consists of an academic and a summer phase. During the academic phase, students are encouraged to achieve their educational potential with the help of weekly tutoring sessions in their high school courses. Assistance is also provided for seniors in completing college and financial-aid applications. During the summer phase, participants live on campus for six weeks and attend a daily schedule of classes in the mornings and afternoons. This summer component familiarizes students with college life motivating students and developing and enriching their basic skills. Recreational and human development activities are also incorporated into the schedule.

Student Support Services is funded to serve one hundred seventy-five college students at Pembroke State University. The program offers the following services:

- instruction in University Orientation
- tutoring on a one-to-one or a small group basis in all majors offered at the University
- reading skills instruction in increasing vocabulary, comprehension, and rate
- study skills assistance in developing techniques of note-taking and test-taking
- assistance in applying for financial aid and scholarship programs
- guidance in academic, vocational, and personal/social concerns
- opportunities to participate in cultural activities
- access to reference and resource materials, which include magazines, paperbacks, and a file on current events.

Advisement and Retention

Advisement and Retention focuses University resources to help individual students complete their work at Pembroke State University.

Through the *Early Alert Program*, a professor or staff member may recommend that a student get help with a problem that threatens the student's academic success.

Continued absence from class is usually the first and most significant indication that a student should be referred. The Office of Advisement and Retention works with the student to determine appropriate help and draws on existing programs and offices to find a workable solution.

Through the *Student Advocacy Program*, any student who has become confused or frustrated by university practices may request that the Office of Advisement and Retention act as intermediary, locate assistance or information, or provide academic advisement.

Native American Resource Center

The Native American Resource Center, on the first floor of the Old Main building, offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, cassettes, record albums, and filmstrips about the Native Americans, with emphasis on the Lumbee Indians of Robeson County. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from all sections of the United States, Canada, Central America, and South America are represented by characteristic artifacts.

WPSU Television Station

WPSU-TV is the University's public television facility. It is staffed by students and supports the academic program in Broadcasting by providing a working production facility in which students may gain practical experience.

WPSU-TV is also a working television facility that telecasts a broad range of programs to over 660,000 homes via broadcast and cable. WPSU-TV's Action News 31 is the only live, student-produced television news program in the state and one of only three in the nation.

WPSU-TV programs, including Action News 31, are broadcast over WFCT-TV, Fayetteville, NC. In addition, about 2.5 million persons receive WPSU-TV programs over cable in Charlotte, Greensboro, Raleigh, and other cities.

WPSU-TV is proud of its public affairs programs and of the guests who appear on PEMBROKE FORUM and COLLEGE & MAIN. Recent guests include Tom Smith, CEO of Food Lion, Malcolm Toon, former Ambassador to the Soviet Union, and Nobel Laureate Dr. George Hitchings.

WPSU-TV is, above all, a public telecommunications facility. It produces and distributes a wide range of cultural, educational, entertainment, instructional, news, and public affairs programs. It is the University's electronic link to the world.

Buildings and Grounds

The Old Main Building (1923) was destroyed by fire in 1973 and restored in 1979. The first floor houses the Media Center, the Television Station (WPSU) and the Native American Resource Center (described below). The second floor provides classroom and office space for the American Indian Studies program, Economic Development, Personnel, Public Information, Institutional Research, Institutional

Advancement, Alumni Affairs, and "Strike at the Wind," an outdoor drama performed each summer.

Sampson Hall (1949) houses the university administration offices. It was named for Oscar R. Sampson, a long-time chairman of the University Board of Trustees.

Locklear Hall (1950), named for Anderson Locklear, a leading educator of Robeson County, houses the offices, classrooms, and studios of the Art department.

Moore Hall (1951) contains a 216-seat auditorium, classrooms, offices, a library, and studios used by the Music department. This building was named for Rev. W. L. Moore, the first teacher of the Indian Normal School at Pembroke.

The Chancellor's Residence (1952) was fully renovated and enlarged in 1976. It is located on the western side of the campus.

Jacobs Hall (1961) is a men's dormitory which has a capacity of 134 students. This dormitory was named for Reverend L. W. Jacobs, who served as chairman of the Board of Trustees for thirty years.

The Admissions Building (1965) has been recently renovated.

The D. F. Lowry Building (1965) contains the University Bookstore, Continuing Education and Summer Session, Upward Bound and Student Support Programs, ROTC, and the Print Shop. It was named for Rev. D. F. Lowry, first graduate from the Indian Normal School.

Wellons Hall (1965) is a men's dormitory with a capacity of 100 students. This structure was named for Dr. Ralph D. Wellons, who served as President of the University from 1942 through 1956.

West Hall (1965) is a men's dormitory which offers accommodations to 200 students.

The Music Annex (1965), attached to Moore Hall, contains facilities for the university band and chorus as well as practice rooms.

The University Infirmary (1967) contains examination and treatment rooms, offices for the University Nurse and Physician, and 22 beds for treatment of inpatients.

The Mary Livermore Library (1967) currently houses approximately 185,000 books, 1,300 periodicals, and the University Archives. The library receives relevant U.S. government documents on a depository basis. It was named in honor of the late Mary Livermore, long-time religion professor at PSU.

The Herbert G. Oxendine Science Building (1967) provides classrooms, laboratories, computer rooms, and offices for the Biology, Physical Science, and Mathematics departments. It was named in honor of the late Dr. Herbert G. Oxendine, who served as Academic Dean. An addition (1990) also houses the Office of University Computing and Information Services.

The Business Administration Building (1969) provides classrooms and offices for the departments of Business Administration and Economics; Sociology, Social work, and Criminal Justice; and Geology and Geography. It also houses the College Opportunity Program.

The Environmental Building (1969) is a one-story brick structure located behind the Science Building. It is used for animal laboratory experiments.

The Walter J. Pinchbeck Maintenance Building (1978) was named in honor of the late Walter J. Pinchbeck, long-time PSU superintendent of buildings and grounds. It contains shops, offices, and garage facilities for university vehicles.

The Central Receiving Warehouse (1977) is located beside the Maintenance Buildings. All deliveries of supplies and materials are received there. The Department of Purchasing Services is located in this building.

Mary Irwin Belk Hall (1970) is a women's dormitory which offers accommodations to 200 students. It is named in honor of the late Mary Irwin Belk of Charlotte.

North Hall (1972) is a women's dormitory which houses 200 students.

The English E. Jones Health and Physical Education Center (1972) has two gymnasiums, a natatorium which includes a six-lane swimming pool and diving tank, faculty offices, classrooms, a physiology laboratory, and a small lecture hall which seats 120. The building was named in honor of the late chancellor, Dr. English E. Jones, chief executive of PSU from 1962 to 1979.

The Givens Performing Arts Center (1975) houses the dramatic arts and provides an ultramodern amphitheater-style auditorium which will accommodate any performing arts production and which will comfortably seat an audience of seventeen hundred. It was named in honor of Dr. Paul R. Givens, chancellor of PSU from 1979 to 1989.

The Educational Center (1976) contains classrooms, offices, and curriculum and reading laboratories for departments of Education, Psychology, and Philosophy and Religion. The building houses the Graduate Office and the Office of Teacher Education.

The Classroom Building North (1980) is located on the north side of campus and provides classroom and office space for the departments of Communicative Arts, History, and Political Science. It also houses a word processing laboratory, the CMA library, the yearbook, and the student newspaper.

The James B. Chavis University Center (1987) houses student and faculty lounges, post office, cafeteria, snack bar, bowling alley, and TV/game areas. On the second floor are the Counseling and Testing Center, Career Services Center, and Student Government offices. The building was named in honor of the present PSU vice chancellor for student affairs, Dr. James B. Chavis.



ADMISSIONS

UNDERGRADUATE ADMISSIONS

Pembroke State University welcomes applications from persons who have earned a high school diploma, or its equivalent, and whose academic preparation and aptitude predict success in higher education. The University's Office of Admissions processes and individually evaluates all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to Pembroke State University may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from Pembroke State University.

Qualified applicants are admitted in the following categories:

1. Entering Freshmen
2. New Transfer Students
3. Re-Enrolling Students
4. Special Students
 - a. Enrichment
 - b. Certification/Teacher Renewal
 - c. Non-Traditional
 - d. Second Degree
 - e. Transient
5. Foreign Students

Students may enter at the beginning of any semester or summer term. The application deadline for undergraduate admissions for the fall semester is July 15; the deadline for the spring is December 1. Also the deadlines for summer terms I and II are May 15 and June 15 respectively.

Requests for general information, brochures, catalogues, admissions video, and application forms should be addressed to the Director of Admissions. Completed application forms and all supporting documents such as test scores, official high school, college, and university transcripts, and a non-refundable \$25.00 application fee, should be forwarded to the Office of Admissions. Prospective students, parents, and student organizations may request the temporary use of our admissions video by contacting the Office of Admissions.

All new students, and all re-enrolling students who have been out of Pembroke State University for one year, and who plan to take 7 or more credit hours during their initial semester are required to complete a medical history form before registering for classes. This form may be obtained from the Office of Admissions and should be returned to the University Infirmary prior to registering for classes.

ENTERING FRESHMEN

Applicants for the freshmen class must be graduates of an approved or accredited high school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

High school transcripts and SAT or ACT scores must be received prior to a determination of an applicant's status. A predicted grade point average is computed on the basis of the high school class rank and the SAT or ACT scores for each applicant. The Admissions Policy requires one of three possible decisions for each applicant:

1. Applicants who have satisfactory high school records and appropriate SAT or ACT test scores and who meet the minimum admissions requirements, including course selection and class rank, will be accepted for admission.
2. Applicants whose records and test scores do not meet the minimum requirements will be denied admission.
3. Applicants whose records and/or test scores meet many, but not all, of Pembroke State University's regular admission standards may be offered admission to the University's summer College Opportunity Program. (A detailed description of this program is in the Special Programs section of this catalog on page 311.)

MINIMUM ADMISSIONS REQUIREMENTS AT THE 16 CAMPUSES OF THE UNIVERSITY OF NORTH CAROLINA

The following courses will be required for admission, in addition to each UNC institution's specific requirements:

In *English*, four course units emphasizing grammar, composition and literature;

In *mathematics*, three course units including *algebra I*, *algebra II*, and *geometry*, or a higher level mathematics course for which algebra II is a prerequisite;

In *science*, three course units including

- at least one unit in a life or *biological science* (for example, biology),
 - at least one unit in a *physical science* (for example, physical science, chemistry and physics) and
 - at least one *laboratory course*;
- and

In *social studies*, two course units including one unit in *U.S. history*, but an applicant who does not have the unit in *U.S. history* may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.

In addition, it is recommended that prospective students complete at least two course units in *one foreign language*, and take *one foreign language course unit and one mathematics course unit* in the twelfth grade. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant after graduating from high school, as well as those taken while enrolled as a high school student.

NEW TRANSFER STUDENTS

1. Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to entering Pembroke State. Courses satisfactorily completed in regionally accredited institutions are evaluated in terms of courses offered and curriculum selected at Pembroke State.

2. An official high school transcript and an application fee of \$25.00 is required.
3. The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit at Pembroke State. Grades from transferred courses will **not** count toward the student's cumulative quality point average at Pembroke State.
4. Transfer applicants must be immediately eligible to return to the last institution attended.
5. Transfer applicants who graduated from high school in the year 1988 and beyond must meet the minimum course requirements outlined in the previous sections. (See Minimum Admissions Requirements) For those students who do not meet these requirements, six (6) semester hours must be earned before admission at an accredited college or university in the following areas: English, Math, Science, Social Science, and electives.
6. Each transfer applicant must submit a completed health record after academic approval has been received by the applicant.
7. All transfer students entering PSU must attend a transfer orientation designed to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

Because of differing admission requirements, transfer applicants who are candidates for teacher certification degrees should refer to the admission requirements stipulated for the Teacher Education Program.

NOTE: Prospective students who have attended an accredited college but have earned less than 30 semester hours of transferable credit must meet both freshman and transfer admission requirements. This means that in addition to meeting freshmen admissions requirements, they must also present a transcript showing a 2.0 average on all college work. In addition, such applicants must be eligible to return to the institution last attended.

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by Pembroke State University. The maximum transfer credit hours accepted from a two-year institution is 60 semester hours. However, students who have attained junior status at a four-year institution will not be allowed to transfer additional credit for any college work completed after that time at a two-year institution. Students attending a four-year institution prior to attending a two-year institution should consult the Office of Admissions regarding credits allowed. Although there is no limit on credit hours accepted from a four-year institution, a 30-hour residency is required to graduate from Pembroke State University.

300-400 level courses in selected curriculums completed at two-year community colleges will receive elective credit only. Technical school course credit will not transfer, unless the school and PSU have an agreement to honor such credits.

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least one semester must apply for readmission through the Office of Admissions. Transcripts of any academic work completed in the interim at any other institution must be provided prior to

approval for readmission along with a \$25.00 application fee. Students who have left the University as a result of an academic deficiency should review the policy on Minimum Scholastic Requirements.

SPECIAL STUDENTS

Persons applying for admission as a Special Student should meet the qualifications described in one of the following categories: Enrichment, Teacher Certification, Non-Traditional, Second Degree and Transient. An application fee of \$25.00 may be required.

Enrichment

Applicants not enrolled in degree programs at other institutions who wish to complete courses at Pembroke State University for personal or professional enrichment may qualify for admission as special students. Such applicants must complete an application for admissions and submit the appropriate transcripts or documentation required. Students in this category cannot enroll for more than six (6) hours a semester. Continuation of enrollment in additional courses requires the approval of the Office of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Certification Only

Those individuals who already have a baccalaureate degree may be admitted to earn teacher certification. In addition to applying to Pembroke State University through the Admissions Office, such individuals must also contact the Director of Teacher Education to design an individualized program. All teacher certification candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. See Teacher Education Program for further information.

Non-Traditional

Pembroke State University adopted a policy in March, 1974, for students who (1) have graduated from high school, (2) are at least 21 years of age, and (3) have not attended a post-secondary institution. These students may enter the University without the requirement of standardized admissions tests such as the Scholastic Aptitude Test (SAT) or American College Test (ACT). The provision allows these applicants to be admitted as non-traditional students. Such applicants must complete the application for admissions and submit the necessary transcripts or documentation required.

Second Degree

Applicants who wish to enroll at the university to complete a second undergraduate degree must complete the application for admissions, and provide transcripts for all attempted college credit. (For more information, see Requirements for a Second Baccalaureate Degree.)

Transient Students

Transient Students are students enrolled elsewhere who qualify to study for one semester or summer session at Pembroke State University and plan to transfer credits earned to the institutions at which they are pursuing degrees. To gain admission as transient students, applicants must be in good standing at and be eligible to return to their parent institutions. They must also have permission from those institutions to schedule study at Pembroke State University. Transient students do not pay an application fee.

FOREIGN STUDENTS

Applicants from non-English speaking nations must provide evidence of proficiency in the English language with their applications for admission to Pembroke State University. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores, and no Form I-20 will be authorized without them. For students born in non-English speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or the Michigan Test. Each student must submit official proof of financial support and an English translation of all transcripts. It is preferred that all documents be sent to the admissions office six months prior to date of entry.

GRADUATE ADMISSIONS

Inquiries concerning the graduate studies admissions should be directed to the Director of Graduate Studies. Admissions requirements are stated in the **Graduate Programs Section** of this catalog.

BACHELOR OF SCIENCE IN APPLIED SCIENCE PROGRAM

Students who hold an Associate in Applied Science Degree from a community college or technical institute in Business Administration are eligible for admission to this program. The program has four major components: (1) the Associate in Applied Science Degree, (2) the general education curriculum of 50 semester hours, (3) an individualized program of study consisting of 15 semester hours at Pembroke State University leading to the Bachelor of Science in Applied Science Degree and (4) 3 hours of free electives. The Associate in Applied Science Degree is required for admission to the program and would constitute the first two years of work toward the Bachelor of Science Degree. The Associate in Applied Science in Business Administration is only transferable toward the BSAS program and cannot be applied toward any other degree program at the Pembroke State University. The General Education Program is required of all Pembroke State University graduates and is designed for each student in terms of his prior experience and achievement. The individualized program of study beyond general education is based on the student's associate in applied science degree program and is designed to: (1) give the student additional depth in his applied science and related study areas, (2) provide him with the opportunity to explore other study areas, and (3) assist him in the realization of his capacities, interests, and desires. For further information, see Business Administration programs.

NOTE: Students who plan to pursue a graduate degree should consult the Chairman of the Department of Business Administration before undertaking any work in this program.

DEGREE COMPLETION PROGRAM FOR MILITARY PERSONNEL

Pembroke State University provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTES courses, and through the College Level Examination Program (CLEP), Pembroke State University will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

1. Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit.
2. Credit may be awarded for service school courses comparable to those offered by Pembroke State University. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*. These recommendations are evaluated in terms of courses offered and curriculum accepted at Pembroke State University.
3. Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at Pembroke State University provided a transcript of the work is sent directly to the Director of Admissions.
4. Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience, the University will accept transfer credit toward a Bachelor's degree:

1. All transferable work completed in residence at accredited senior institutions of higher education provided the student has an *overall cumulative quality point average* of 2.0;
2. Up to 60 semester hours of work completed in a two-year college provided the student has an *overall cumulative quality point average* of 2.0;
3. Up to 24 semester hours of work completed through correspondence and/or extension (with no more than 12 semester hours by correspondence) courses. Work completed in courses offered by Pembroke State University's Continuing Education Division at cooperating technical institutes is not counted as extension work.

COLLEGE LEVEL EXAMINATION PROGRAM

Incoming freshmen may earn up to thirty semester hours of General Education credit through the College Level Examination Program (CLEP) in accordance with the following schedule.

CLEP General Examinations**General Education Credit**

- | | |
|----------------------------|--|
| 1. English Composition | *Three semester hours credit for CMA 105; Composition I. |
| 2. Humanities | Three semester hours credit for Art 205; History and Appreciation of Art; and three semester hours credit for Music 230; Introduction to Music Appreciation. |
| 3. Mathematics | *Three semester hours credit for Mathematics 105: Introduction to College Mathematics; and three semester hours credit for Mathematics 107: College Algebra. |
| 4. Natural Sciences | Three semester hours credit for Biology 100: Principles of Biology; and three semester hours credit for Physical Science 110: Physical Science I. |
| 5. Social Sciences-History | Three semester hours credit for History 126: Introduction to Early European Civilization; and three semester hours credit for History 127: Modern European Civilization. |

CLEP Subject Examination**Course Credit**

- | | |
|----------------------|---|
| 1. Chemistry | Four semester hours credit for CHM 100; General Chemistry; and four semester hours credit for CHM 101: General Chemistry. |
| 2. Foreign Languages | Six semester hours of foreign language credit can be received for mean scale scores of 41 in level I French or Spanish (FRH 131, 132; SPN 131, 132) or 40 in German (GER 131, 132). |

A Departmental Test may have to be passed.

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

Entering freshmen may obtain lists of CLEP testing centers from their high school counselors or by contacting the College Board by writing or calling:

CLEP

P.O. Box 6600

Princeton, N.J. 08541-6600

Telephone (215) 750-8420

ADVANCED PLACEMENT

Pembroke State University participates in the Advanced Placement program of the College Entrance Examination Board. Credit may be earned in various subject matter areas.

Pembroke State University especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table.

For general information about Advanced Placement programs, call 606-921-9000, Ext. 8300.

| Examination | Score Required | Hours Granted | Courses |
|--------------------------------------|-------------------|------------------|-----------------------------------|
| Art: History | 3 | 3 | Art 205 |
| Art: Studio Art: Drawing | 3 | 3 | Art 132 |
| Biology | 3 | 4 | Biology 100, 100L |
| Chemistry | 3 | 4 | Chemistry 100 and 101 |
| English Language/Composition | 3 | 3 | Communicative Arts 105 |
| English Language/Composition | 4 | 6 | Communicative Arts 105 and 106 |
| English Composition/Literature | 3 | 3 | Communicative Arts 105 |
| English Composition/Literature | 4 | 6 | Communicative Arts 105 and 106 |
| French Language | 3 | 3 | French 231 |
| French Language | 4 | 6 | French 231, 232 |
| French Literature | 3 | 3 | French 321 |
| French Literature | 4 | 6 | French 321, 322 |
| History: American | 3 | 3 | History 101 |
| History: European | 3 | 3 | History 126 |
| Mathematics: Calculus AB | 3 | 4 | Mathematics 221 |
| Mathematics: Calculus BC | 3 | 4 | Mathematics 222 |
| Music: Listening and Literature | 3 | 3 | Music 230 |
| Music: Theory | 3 | 6 | Music 113 and 114 |
| Physics: B | 3 | 6 | Physics 150 and 151 |
| Physics C: Mechanics | 3 | 3 | Physics 200 |
| Physics C: Electricity and Magnetism | 3 | 3 | Physics 201 |
| Spanish Language | 3 | 3 | Spanish 231 |
| Spanish Language | 4 | 6 | Spanish 231, 232 |
| Spanish Literature | 3 | 3 | Spanish 321 |
| Spanish Literature | 4 | 6 | Spanish 321 and 322 |

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

PART-TIME STUDENTS

A part-time student is a student who is regularly admitted to Pembroke State University and is registered for less than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee.

AUDITING

All persons, whether regularly enrolled in the University or not, who desire to audit a course must secure the permission of the instructor and the Office for Academic Affairs. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit.

For non-matriculating students, a copy of the receipt of payment from the Business Office must be filed with the instructor at the beginning of the course. Students who are regularly enrolled at the University must file a copy of the permission letter from the Office for Academic Affairs with the instructor at the beginning of the course.

Audited classes are listed on the permanent record and are designated by the letters "AU". Class participation by and requirements of auditors are at the discretion of the instructor.

CHANCELLOR'S SCHOLARS PROGRAM

The Chancellor's Scholars Program is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities not necessarily available in the general curriculum. These distinctive opportunities include: small interdisciplinary seminars; an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; closer interaction with individual faculty members in the program; and the opportunity to write a senior thesis or to develop a senior project with faculty supervision. For program description see **Special Programs**.

Chancellor's Scholars are selected on the basis of exceptionally high grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and/or extra-curricular achievements. Tuition scholarships are awarded to as many of the Chancellor's Scholars as possible. Chancellor's Scholars are appointed by the Chancellor upon the recommendation of the Chancellor's Scholars Council. After receiving the recommendation from the Council, the Chancellor sends a personal letter to the student inviting him/her to participate in the program. As many Chancellors' Scholars as possible receive scholarships covering full tuition and fees at the in-state rate.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of Pembroke State University's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, SAT or ACT scores, and the recommendation of the high school counselor. The application for admission should be filed as early as possible.

The student enters the College Opportunity Program in the summer for a five-week session, including preliminary testing and courses designed for the development of academic skills to prepare him/her for the Fall Semester. The student who successfully completes these summer courses is then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 12 hours of academic courses and 1 hour courses in Orientation and Physical Education. In addition, the student meets regularly with the COP advisor for special advisement and counseling. Each student's academic eligibility is reviewed at the end of the Fall Semester and Spring Semester. If the student meets the academic eligibility requirements listed under "Academic Eligibility" in the college catalog, and has successfully completed the College Opportunity Program requirements, then the student continues at the University as a regularly admitted student at the end of the Spring Semester.

UNDERGRADUATE ACADEMIC PROGRAMS

Baccalaureate Degrees

General Education

Teacher Education Program

Health Professions Programs

BACCALAUREATE DEGREES

To earn a baccalaureate degree from Pembroke State University, students must earn at least 128 hours of course credit in a program of study that includes a University Orientation course (ORI 100, required of all freshmen during their first 15 hours), a General Education program of 50 hours, and at least one academic major.

Pembroke State University operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

Baccalaureate Degree Programs

Programs are listed under the appropriate academic departments.

| | |
|---------------------------------------|--|
| American Indian Studies, B.A. | Health, Physical Education, & Recreation |
| Art | Health and Physical Education, B.S. |
| Art, B.A. | Physical Education (K-12) |
| Art Education, B.S. | Recreational Management/ |
| Biology, B.S. | Administration |
| Biology | History, B.A. |
| Biomedical Emphasis | History |
| Medical Technology | Social Studies Education |
| Pre-Podiatric Medicine | Mathematics and Computer Science, B.S. |
| Biology Education | Computer Science |
| Business Administration and Economics | Mathematics |
| Business Administration, B.S. | Mathematics Education |
| Accounting | Music |
| Management | Music, B.A. |
| Office Administration | Performance |
| Economics | Music Industry |
| Business Education | Music Education, B.M. |
| Business, Applied Science, B.S.A.S. | Nursing, B.S.N. |
| Chemistry (see Physical Science) | (for Registered Nurses) |
| Communicative Arts, B.A. | Philosophy and Religion, B.A. |
| Dramatic Literature | Philosophy |
| Language & Literature | Religion |
| English Education | Physical Education, (see Health, |
| Contracted Major | Physical Education & Recreation) |
| Arts Management | Physical Science |
| Broadcasting | Chemistry, B.S. |
| Journalism | Biomedical Emphasis |
| Public Relations/Communication | Medical Technology |
| Theatre Arts | Political Science, B.A. |
| Computer Science (see Mathematics | Political Science |
| and Computer Science) | Pre-Law |
| Criminal Justice (see Sociology, | Public Administration |
| Social Work, and Criminal Justice) | Psychology, B.S. |
| Education, B.S. | Science Education, B.S. |
| Elementary Education | Social Studies Education |
| Middle Grades Education | (see History) |
| Special Education | Sociology, Social Work, & Criminal |
| Learning Disabilities | Justice |
| Mental Retardation | Sociology, B.A. |
| English Education (see | Criminal Justice, B.A. |
| Communicative Arts) | Social Work, B.S.W. |
| | Special Education (see Education) |

REQUIREMENTS FOR A MAJOR

A major is a planned program of study of between 24-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 299.

Detailed requirements for majors have been established by each department and can be found in the **Undergraduate Programs of Student and Courses** section of this catalog.

REQUIREMENTS FOR A DOUBLE MAJOR

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

- (1) The student must meet all the requirements for the second degree and major.
- (2) The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree.

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

Students earning a baccalaureate degree may take advantage of one or more special programs. **Teacher Education** and **Health Professions Programs** are described below.

The following programs are described in detail in the **Special Programs and Interdisciplinary Majors and Minors** section of this catalog.

- Chancellor's Scholars Program
- Teaching Fellows Program
- Graduate Minority Achievers Program
- College Opportunity Program
- Aerospace Studies (Air Force ROTC)
- Military Science (Army ROTC)
- Science Education Major
- Applied Gerontology Minor
- Personnel and Organizational Leadership Minor
- World Studies Minor

ACADEMIC CONCENTRATIONS

In addition to majors and minors, a number of departments offer academic concentrations. These concentrations require from 24 to 27 semester hours, depending on departmental requirements. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy or Religion. Any student may elect to complete an academic concentration in addition to a major. Students considering academic concentrations should consult the appropriate academic department section.

Academic concentrations are available in the following subject areas:

American Indian Studies

Art

Biology

Communicative Arts

Geography

Geology

History

Mathematics

Music

Physics

Political Science

Psychology

Sociology

REQUIREMENTS FOR A MINOR

A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor will require formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Student participation in minor programs will be optional.

The following Departments offer minors (a list of minors appears on p. 9):

American Indian-Studies

Art

Business Admin. and Economics

Communicative Arts

Geology and Geography

Health, Physical Education
and Recreation

History

Mathematics and Computer Science

Music

Philosophy and Religion

Political Science

Psychology

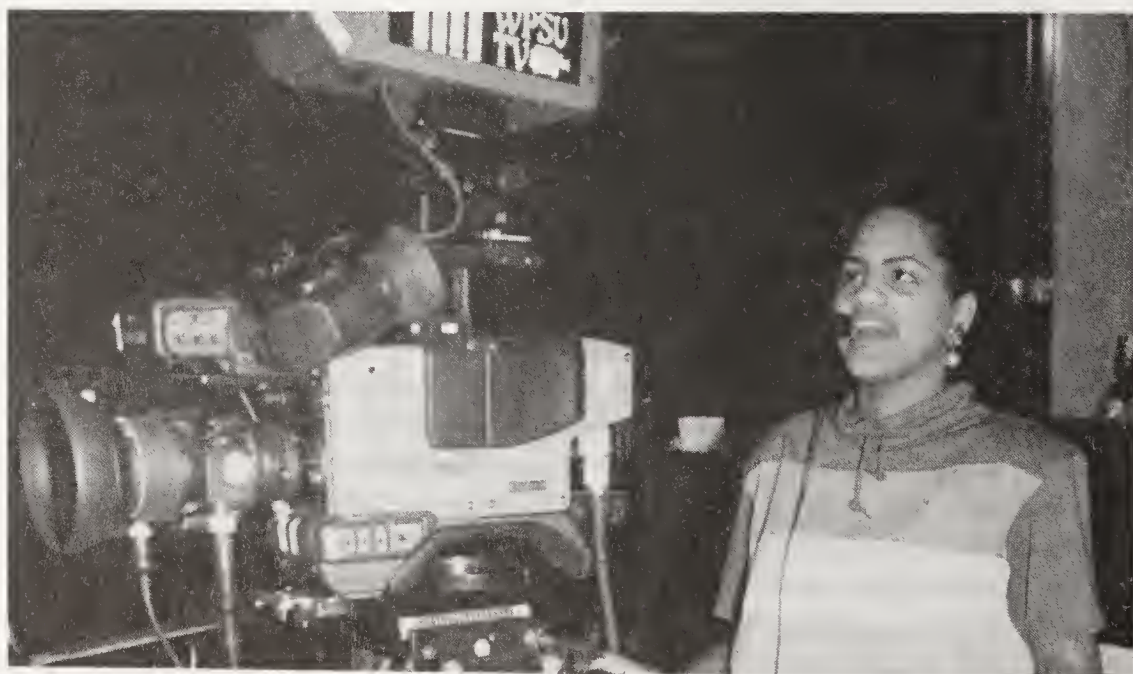
Sociology, Social Work, and
Criminal Justice

In addition, three interdepartmental minors are available (see **Special Programs**):

Applied Gerontology

World Studies

Personnel and Organizational
Leadership



GENERAL EDUCATION PROGRAM

Graduation from Pembroke State University is based on successful completion of General Education, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

OBJECTIVES FOR GENERAL EDUCATION

Pembroke State University seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by Pembroke State University are required to complete a 50-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. The specific areas of student learning are:

I. Basic Skills

COMMUNICATION

The PSU graduate should communicate effectively in writing and in speaking.

CRITICAL THINKING

The PSU graduate should read analytically and think critically.

PROBLEM SOLVING

The PSU graduate should, using technology where appropriate, be able to

- (a) identify and define a problem,
- (b) collect and organize information necessary to solve a problem,
- (c) select and conduct appropriate analysis to solve a problem, and
- (d) make decisions based on evidence and reasoning.

II. General Knowledge

MATHEMATICS, SCIENCE, AND TECHNOLOGY

The PSU graduate should:

- (a) apply mathematical principles, concepts, and skills to meet personal and career demands,
- (b) demonstrate knowledge of the purpose, methods and principles of scientific inquiry,
- (c) better understand self and environment through knowledge of scientific principles and concepts, and
- (d) demonstrate knowledge of the effects of technology upon the physical and human environment.

ARTS, LITERATURE, HISTORY, AND IDEAS

The PSU graduate should demonstrate knowledge of, appreciation for, and understanding of contributions to society of:

- (a) the fine and performing arts,
- (b) the major literary works,
- (c) major world civilizations and their histories, and
- (d) major philosophic and religious belief systems.

INDIVIDUAL AND SOCIETY

The PSU graduate should demonstrate knowledge of:

- (a) human behavior, cultures, and societies,
- (b) social, political and economic institutions and relationships, and
- (c) geographical concepts.

III. Lifelong Appreciation**LIFELONG LEARNING**

The PSU graduate should demonstrate an appreciation of the need for the lifelong pursuit of additional skills and knowledge as an educated and informed citizen and demonstrate a sensitivity to the arts as essential to a full life.

WELLNESS

The PSU graduate should demonstrate a knowledge and appreciation of the basic principles of wellness.

CULTURAL DIVERSITY

The PSU graduate should demonstrate a sensitivity to rights and views of others, an appreciation of various cultures, and an active concern for the well-being of others.

VALUES

The PSU graduate should demonstrate knowledge of how values are formed and how they influence personal and societal actions.

GENERAL EDUCATION REQUIREMENTS

(50 Hours Total)

A. Basic Skills (6 or 9 hours)

| | |
|---------|----------------|
| CMA 105 | Composition I |
| CMA 106 | Composition II |

A full-time student must enroll in CMA 105 - Composition I-immediately and must earn a "C" (2.0) grade or better before enrolling in CMA 106-Composition II. A student must remain continuously enrolled in CMA 105 and 106 until he or she has earned a "C" (2.0) grade or better in CMA 106.

All entering freshmen and all freshmen transfers must complete the CMA 105 and 106 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete CMA 106 during their first 30 semester hours at Pembroke State University. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 300 or 400 level courses. If they attempt to do so, the registrar's office will cancel their registration and require them to register only for courses below the 300 level until they receive a "C" (2.0) in CMA 106. (The Admissions and Retention Subcommittee of the Faculty Senate, or in emergency situations the Dean of Records and Special Programs, will consider exceptional cases.)

CMA 102 Fundamentals of Voice and Diction. All students are required to take this course unless they test out of it.

B. Humanities (18 hours, or 15 hours if CMA 102 required)

For some majors, certain courses may count toward both General and major requirements. Ask your advisor for assistance in selecting appropriate courses.

(1) Fine Arts (3 hours)

Choice of *one* course from the following:

| | | |
|-----|-----|------------------------------------|
| ART | 205 | History and Appreciation of Art |
| THE | 250 | Introduction to Theatre |
| MUS | 230 | Introduction to Music Appreciation |
| MUS | 295 | Music History and Literature I |

(2) Literature (3 hours)

Choice of *one* course from the following:

| | | |
|-----|-----|----------------------------|
| ENG | 203 | Introduction to Literature |
| ENG | 205 | World Literature I |
| ENG | 206 | World Literature II |

(3) History (3 hours)

Choice of *one* course from the following:

| | | |
|-------------|-----|----------------------------------|
| HST | 101 | American Civilization to 1865 |
| HST | 102 | American Civilization since 1865 |
| HST | 126 | Early European Civilization |
| HST | 127 | Modern European Civilization |
| HST(AIS)210 | | History of the American Indian |

(4) Philosophy and Religion (3 hours)

Choice of *one* course from the following:

| | | |
|-----|-----|----------------------------|
| PHI | 100 | Introduction to Philosophy |
| PHI | 101 | Introduction to Logic |
| PHI | 204 | Introduction to Ethics |
| REL | 130 | Introduction to Religion |

(5) Humanities Division Electives (6 hours, or 3 hours if CMA 102 required)

Choice of *two* courses from the following areas. Both courses may not be selected from the same area except that a student may elect 6 hours of foreign language. Music majors may elect two Fine Arts classes. Chancellor's Scholars may elect six hours from Area 5.

Since all Teacher Education programs require a total of six credit hours of 200-level literature and 6 hours of 100-200 level history, Teacher Education majors must take their humanities electives in literature and history (three credit hours each). Music Education majors may substitute MUS 296 and MUS 395 for their literature and history electives. Students who take CMA 102 for Basic Skills take 3 hours, which may *not* be CMA 100 or CMA 101.

NOTE: Among the total humanities courses selected, no more than two may be chosen from the following: AIS 201, AIS(HST)210, AIS(REL)213, AIS(ENG)220.

Area 1. Fine Arts

| | | |
|-----|-----|---------------------------------|
| ART | 101 | Elements of Design |
| ART | 205 | History and Appreciation of Art |
| THE | 250 | Introduction to the Theatre |

| | | |
|-----|-----|------------------------------------|
| MUS | 113 | Fundamentals of Music Theory |
| MUS | 209 | Basic Musicianship |
| MUS | 230 | Introduction to Music Appreciation |
| MUS | 296 | Music History and Literature II |

Area 2. Communicative Arts

| | | |
|-------------|----------|-----------------------------|
| CMA | 100 | Interpersonal Communication |
| CMA | 101 | Fundamentals of Speech |
| ENG | 204 | Mythology of All Peoples |
| ENG | 205 | World Literature I |
| ENG | 206 | World Literature II |
| ENG | 207 | Studies in Literature |
| ENG(AIS)220 | | American Indian Literature |
| ENG | 221 | Major American Authors |
| ENG | 246 | Major British Authors |
| FRH | 131, 132 | Elementary French |
| FRH | 231, 232 | Intermediate French |
| GER | 131, 132 | Elementary German |
| GER | 231, 232 | Intermediate German |
| ITL | 131, 132 | |
| SPN | 131, 132 | Elementary Spanish |
| SPN | 231, 232 | Intermediate Spanish |

Area 3. History

| | | |
|-------------|-----|-------------------------------------|
| HST | 101 | American Civilization to 1865 |
| HST | 102 | American Civilization since 1865 |
| HST | 126 | Early European Civilization |
| HST | 127 | Modern European Civilization |
| HST(AIS)210 | | History of the American Indian |
| HST | 250 | Modernization in Global Perspective |

Area 4. Philosophy and Religion

| | | |
|-------------|-----|----------------------------------|
| AIS | 201 | American Indian Culture |
| PHI | 100 | Introduction to Philosophy |
| PHI | 101 | Introduction to Logic |
| PHI(REL)102 | | Perspectives on Humanity |
| PHI | 202 | Philosophy of Religion |
| PHI | 204 | Introduction to Ethics |
| PHI | 205 | Social and Political Philosophy |
| PHI | 211 | American Philosophy |
| REL | 105 | Survey of Old Testament |
| REL | 106 | Survey of New Testament |
| REL | 130 | Introduction to Religion |
| REL | 209 | Religion in America |
| REL(AIS)213 | | American Indian Traditions |
| REL | 214 | Introduction to Religious Ethics |
| REL | 216 | Religions of the Far East |
| REL | 218 | Religions of the Near East |

Area 5. (Chancellor's Scholars only)

- | | | | |
|-----|-----|---|--|
| CSP | 200 | Great Cultural Epochs I | |
| | | —credit for any course in Section (5) of Humanities | |
| CSP | 201 | Great Cultural Epochs II | |
| | | —credit for any course in Section (5) of Humanities | |

C. Social Science (12 hours)

Each student must earn three hours in four out of five of the following disciplines, chosen from the courses listed below:

- (1) Economics

| | | |
|-----|-----|-----------------------|
| ECN | 100 | Economic Perspectives |
|-----|-----|-----------------------|
- (2) Geography

| | | |
|----------|-----|---------------------------|
| GGY | 101 | Introduction to Geography |
| GGY | 102 | World Regional Geography |
| GGY | 200 | Cultural Geography |
| GGY(ECN) | 206 | Economic Geography |
- (3) Political Science

| | | |
|-----|-----|--|
| PLS | 100 | Introduction to Political Science |
| PLS | 101 | Introduction to American National Government |
- (4) Psychology

| | | |
|-----|-----|-------------------------|
| PSY | 101 | Introductory Psychology |
|-----|-----|-------------------------|
- (5) Sociology

| | | |
|-----|-----|---------------------------------------|
| SOC | 101 | Introduction to Modern Sociology |
| SOC | 105 | Introduction to Cultural Anthropology |
| SOC | 201 | Sociological Concepts |

Chancellor's Scholars may substitute these courses for courses in any two disciplines:

- | | | | |
|-----|-----|---|--|
| CSP | 100 | Current World Problems | |
| | | —will receive credit for any course in Social Science | |
| CSP | 275 | Frontiers in Human Behavior | |
| | | —will receive credit for any course in Social Science | |

D. Natural Sciences and Mathematics (12 hours)

- (1) Biology (3 hours)

| | | |
|-----|-----|-----------------------|
| BIO | 100 | Principles of Biology |
|-----|-----|-----------------------|
- (2) Physical Science (3 hours)

Choice of one course from the following:

| | | |
|-----|-----|----------------------|
| CHM | 100 | General Chemistry |
| PHS | 110 | Physical Science I |
| PHS | 111 | Physical Science II |
| PHY | 100 | Elementary Physics I |
| PHY | 150 | College Physics I |
| PHY | 200 | University Physics I |

Chancellor's Scholars only:

- | | | | |
|-----|-----|---|--|
| CSP | 151 | Contemporary Issues in Science and Technology | |
| | | —will receive credit for any course in Section (2) of Natural Science and Mathematics | |

(3) Mathematics (3 hours)

Choice of *one* course from the following:

| | | |
|-----|-----|--------------------------------------|
| MAT | 105 | Introduction to College Mathematics |
| MAT | 106 | Foundational Concepts of Mathematics |
| MAT | 107 | College Algebra |
| MAT | 108 | Plane Trigonometry |
| MAT | 109 | College Algebra and Trigonometry |
| MAT | 221 | Calculus I |

(4) Divisional Elective (3 hours)

Choice of *one* additional course to complete the 12 hour requirement.

| | | |
|-----|----------|---|
| BIO | 100L | Laboratory Investigations and Experiences in General Biology (1 hour) |
| BIO | 101 | General Botany |
| BIO | 102 | General Zoology |
| BIO | 103 | Basic Human Biology |
| BIO | 201 | Economic Botany |
| BIO | 207 | History of Biology |
| BIO | 210 | Environmental Biology |
| CHM | 100, 101 | General Chemistry |
| CSC | 200 | Intro. to Computer Programming—FORTRAN |
| CSC | 201 | Intro. to Computer Programming—COBOL |
| CSC | 202 | Microcomputer Programming |
| GLY | 100 | Physical Geology |
| GLY | 115 | Earth Science |
| MAT | 105 | Introduction to College Mathematics |
| MAT | 106 | Foundational Concepts in Mathematics |
| MAT | 107 | College Algebra |
| MAT | 108 | Plane Trigonometry |
| MAT | 109 | College Algebra and Trigonometry |
| MAT | 118 | Finite Math |
| MAT | 210 | Introduction to Statistics |
| MAT | 221, 222 | Calculus I, II |
| PHS | 110, 111 | Physical Science I, II |
| PHS | 116 | Exploring Man's Energy Choices |
| PHY | 156 | Astronomy |
| PHY | 100, 101 | Elementary Physics I, II |
| PHY | 115 | Electronics |
| PHY | 150, 151 | College Physics I, II |
| PHY | 200, 201 | University Physics I, II |

Chancellor's Scholars only:

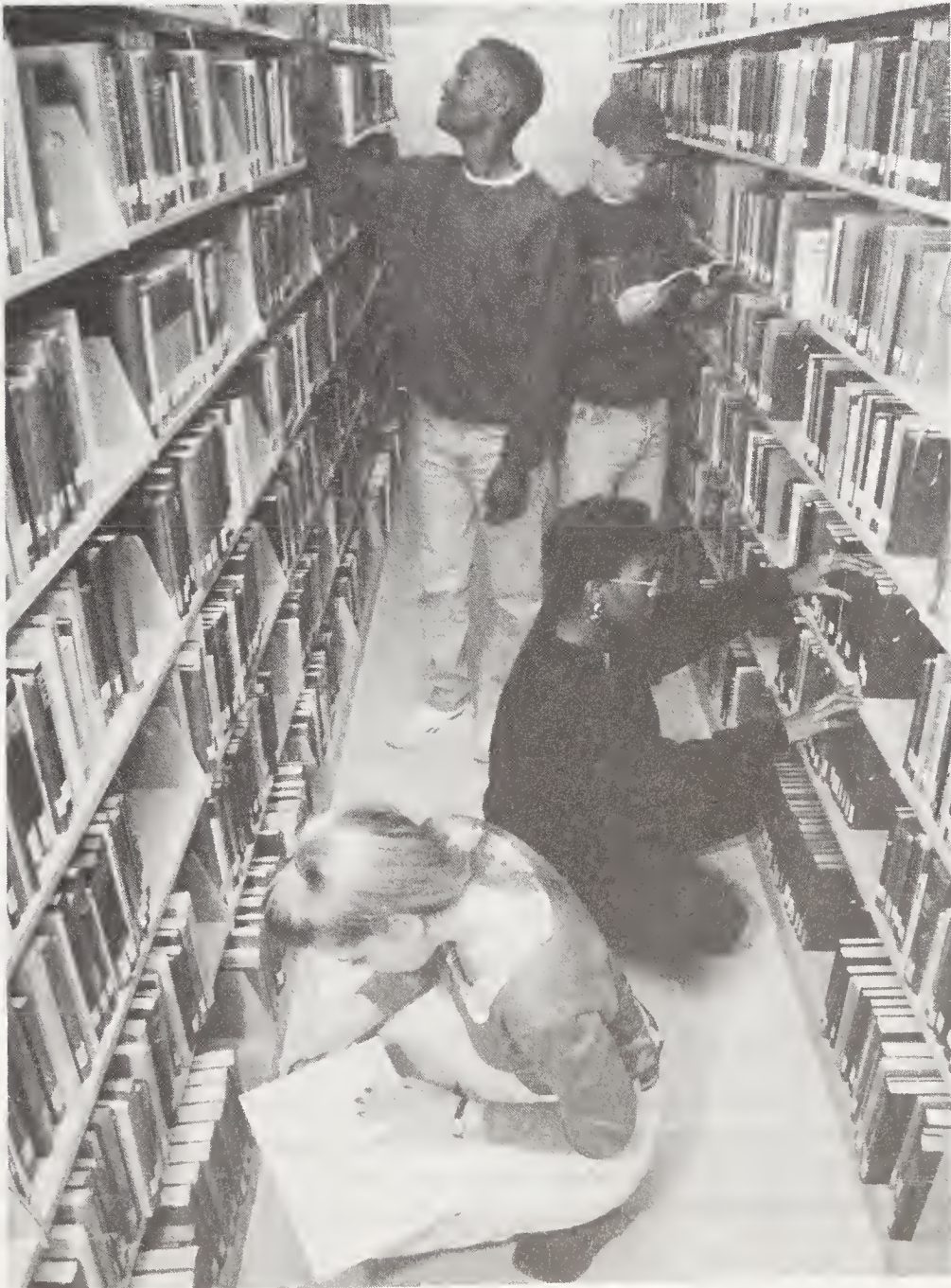
| | | |
|-----|-----|--|
| CSP | 150 | Modeling and Analysis of Natural Systems —will receive credit for any course in Section (4) of Natural Science and Mathematics |
|-----|-----|--|

E. Physical Education (2 hours)

Each student is required to complete two of the following courses:

| | | |
|-----|-----|----------------------|
| PED | 101 | Wellness and Fitness |
| PED | 130 | Fitness Walking |
| PED | 131 | Archery |

| | | |
|-----|-----|--|
| PED | 132 | Badminton |
| PED | 133 | Golf |
| PED | 134 | Beginning Swimming |
| PED | 135 | Tennis |
| PED | 137 | Bowling |
| PED | 138 | Rhythms & Dance |
| PED | 139 | Racquetball |
| PED | 140 | Intermediate Swimming |
| PED | 141 | Physical Conditioning |
| PED | 145 | Volleyball |
| PED | 146 | Weight Training |
| PED | 172 | Lifeguard Training |
| PED | 177 | Advanced Physical Conditioning (Aimed at Varsity Athletes) |
| PED | 179 | Aerobic Dance |
| PED | 180 | The Art of Self Defense |



TEACHER EDUCATION PROGRAM

TEACHER EDUCATION MISSION STATEMENT

The Teacher Education Program at Pembroke State University prepares and promotes the further development of **effective professionals** for service as teachers, administrators, or student support personnel in the schools of North Carolina and the nation. The Teacher Education Program, in addition, is designed to support and enhance the University's mission, which calls for a balanced program of teaching, research, and service, and shares its commitment to academic excellence, cultural diversity, and lifelong learning.

In support of this mission, the Teacher Education Program is committed to preparing and promoting the further development of **effective professionals** who:

Knowledge and Skills

- have the knowledge, skills, awareness, ideals, and values to function as educated citizens and to make connections among subjects and to the world at large
- at the undergraduate level, demonstrate knowledge of subject matter and a variety of effective instructional practices, and at the graduate level, demonstrate greater professional competency, advanced knowledge of scholarship in the area(s) of specialization, and ability to carry out research
- are able to communicate effectively and clearly in writing and speech
- are able to assess student learning, design and implement suitable learning experiences, and adapt instruction to meet the needs of individual learners and situations

Personal Attributes

- display appropriate personal qualities including a positive attitude, self-confidence, self-motivation, pride in the profession, and high ethical standards
- enjoy working with children and adolescents
- respect and appreciate individual and cultural differences and treat others with respect and fairness
- communicate to others that subjects, schools, and learning are valuable

Professional Development

- collaborate effectively with colleagues, parents, and the larger community
- are lifelong learners who can be flexible in adapting to diversity and to changes in knowledge, in society, and in student backgrounds and abilities.

UNDERGRADUATE TEACHER EDUCATION PROGRAM

Curricula for the undergraduate teacher education program at Pembroke State University have been designed to prepare effective professionals who will be able to serve in schools in North Carolina as well as other sections of the nation. The knowledge, skills, and understandings necessary for effective practice are woven throughout

each curriculum, which includes a General Education component, a Professional Studies component, and a Major/Specialty Studies component. The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Professional Studies component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; learning theories; effective instructional practices; exceptional children; teaching communication skills; and computers in education. Field experiences, culminating in a minimum 11-week student teaching experience, allow prospective teachers to explore the teaching/learning environment and to relate theory to practice. Unique to each program area, the Major/Specialty Studies component is designed to provide prospective teachers the in-depth understanding, skills, and knowledge specific to the chosen specialty/certification area. For a list of certification programs offered, see below. Outlines of the various program requirements may be found in the section related to the specific program chosen.

UNDERGRADUATE TEACHER CERTIFICATION PROGRAMS

The North Carolina State Board of Education has approved the following undergraduate teacher certification programs at Pembroke State University:

| | |
|-------------------------------|---------------------------------|
| Elementary Education (K-6) | Secondary Specialization (9-12) |
| Middle Grades Education (6-9) | Biology Education |
| Concentration in: | Business Education |
| Language Arts | English Education |
| Mathematics | Mathematics Education |
| Science | Science Education |
| Social Studies | Social Science Education |
| Special Areas (K-12) | Exceptional Children |
| Art Education | Learning Disabilities |
| Music Education | Mental Retardation |
| Physical Education | |
| Non-Teaching Certification | |
| School Social Service Worker | |

SPECIAL REQUIREMENT FOR TEACHER EDUCATION MAJORS (ACADEMIC CONCENTRATION)

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education must complete a concentration in basic academic discipline as part of their degree requirements. The 24-27 hours comprising these academic concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic concentrations are available in American Indian Studies, Art, Biology, Communicative Arts, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, and Sociology. Students may choose to earn a second major of 30 hours in Philosophy or Religion rather than an academic concentration. A list of courses required for each academic concentration is available from the appropriate department and appears among the program description for each department.

TEACHING FELLOWS PROGRAM

Pembroke State University is one of the fifteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the “best and brightest” students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of their senior years. Four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission following a state-wide selection process. Each Teaching Fellow receives a \$20,000 scholarship (\$5000/year for four years) and is required to teach in the State of North Carolina for at least four years.

Teaching Fellows choosing to attend Pembroke State University participate in an academically and culturally enriched teacher education program. Entering Teaching Fellows participate in a summer orientation program designed to acquaint them with the University, with faculty, staff, administrators, and fellow students, and with the teaching profession. Teaching Fellows enroll in a special section of the required orientation course (ORI 100) taught by the Teaching Fellows Program Director.

Throughout their program of study at Pembroke State University, Teaching Fellows participate in monthly seminars on topics including issues of importance to young adults, multicultural education, and leadership development. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with selected faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. During the summers following their freshman, sophomore, and junior years, Teaching Fellows participate in activities coordinated by the Public School Forum.

Additional information on the program is available from the Office of Teacher Education and the Teaching Fellows Program Director.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. NOTE: Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

INITIAL ADMISSION TO THE PROGRAM

To be eligible for admission to the Teacher Education Program an individual must:

1. Have not more than nine hours of the General Education requirements remaining.
2. Have earned a “C” (2.0) or better in EDN 227.

3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required major and/or professional coursework completed at the time of admission. (NOTE: Major and/or professional courses may be repeated only one time).
4. Have an overall cumulative quality point average of 2.5 or better on a 4.0 scale.
5. Satisfactorily complete the Communication Skills and General Knowledge tests of the National Teacher Examinations. Scores must be sent to Pembroke State University by the Educational Testing Service.
6. Have the endorsement/recommendation of his/her advisor, program coordinator, Department Chairman, Foundations of Education instructor, and the Office for Student Affairs.

A student having a handicap which might adversely affect the student's ability to attain minimal competency in the teaching profession should arrange with the Director of Teacher Education for any needed accommodation.

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the Office of Teacher Education. **NOTE: Students will not be allowed to enroll in Educational Psychology (EDN 350), Mainstreaming (EDN 430), or Teaching Reading (EDN 410, 413, 419) until they have been formally admitted to the Teacher Education Program.**

Each student who applies for admission to the Teacher Education Program will be given written notification by the Director of Teacher Education of the approval or disapproval of the student's application by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is made.

CONTINUATION IN THE PROGRAM

When the student's application for admission to the Professional Semester of the Teacher Education Program is disapproved, when the student earns a course grade lower than "C-" in one of the required courses in his or her major or the professional education sequence, or when a student's quality point average falls below a 2.5, the student is suspended from the Teacher Education Program. Students suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required major and professional education courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. The course may be repeated one time only. Upon correction of the deficiencies, students suspended from the program may be reinstated with the approval of the appropriate department chair/program coordinator and the Director of Teacher Education.

ADMISSION TO THE PROFESSIONAL SEMESTER

The Professional Semester occurs in the senior year and is devoted entirely to study in professional education and to student teaching. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those specified as professional education courses as part of the Professional Semester.

The application for enrollment in the Professional Semester must be filed with the Director of Teacher Education Field Experiences not later than October 1 for the spring semester and March 1 for the fall semester.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate must:

1. Have completed all required General Education courses.
2. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester, prior to admission to the Professional Semester.
3. Have not more than six semester hours of program requirements remaining. The six hours must be approved by the student's advisor and the Director of Teacher Education.
4. Have a quality point average of 2.5 or better overall AND also in the student's major field of study.
5. Present a certificate of eligibility verified by the Registrar.
6. Present a final recommendation as to character, suitability, and aptitude for teaching by the student's advisor, program coordinator, and major department head.
7. Submit a statement of physical fitness from a licensed physician.

Accommodations to handicaps which might adversely affect the student teaching experience should be arranged with the Director of Teacher Education Field Experiences.

Each student who applies for admission to the Professional Semester will be given written notification by the Director of Teacher Education Field Experiences of the approval or disapproval of the student's application by the Teacher Education Committee. A student is not considered officially admitted to the Professional Semester until such notification is made AND all University registration procedures are completed.

ADDITIONAL POLICIES FOR TEACHER EDUCATION

Time Limit Policy

Students will have five years from the date of completing coursework toward certification to be recommended by Pembroke State University for initial certification. After five years have lapsed, a student's program of study will be reviewed and additional coursework may be required before a recommendation will be made for initial certification.

Major/professional education coursework taken more than five years ago is subject to review and may not be accepted toward initial certification.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the certification programs in teacher education at Pembroke State University will complete a minimum of 30 semester hours (2 semesters) of coursework at Pembroke State University prior to enrollment in the Professional Semester. This coursework may be in the student's major and/or professional education.

Transfer Credit for Professional Education Courses

Upon the review and approval of the appropriate program coordinator/departmental chairman and the Director of Teacher Education, up to six (6) hours transfer credit *may* be granted for professional education courses. Transfer credit will be accepted only from four-year colleges and universities with teacher education programs and which are approved by at least one of the following: (1) North Carolina State Department of Public Instruction; (2) National Council for the Accreditation of Teacher Education (NCATE); or (3) appropriate regional accrediting agencies, e.g., Southern Association of Colleges and Schools. Transfer credit for professional education courses will not be accepted from two-year colleges or institutions including junior colleges, technical colleges or institutes, or community colleges.

CERTIFICATION-ONLY

Those students who already possess a baccalaureate degree may enroll to earn teacher certification. In addition to applying to the University through the Admissions Office such students must complete a Request for an Individualized Education Program available from the Office of Teacher Education. A copy of all previous college/university course work must accompany the request. Based upon review of the transcript by the Director of Teacher Education and the appropriate department chair and/or program coordinator, an individualized program of study, leading to a recommendation for certification by Pembroke State University, is prepared. Students returning for certification only must meet the same Teacher Education Program admission and continuation regulations as degree-seeking students. In addition, those whose previous cumulative quality point average is below a 2.5 on a 4.0 scale must maintain at least a 2.7 QPA each semester they are working toward certification and earn at least a 2.7 QPA in major and professional education courses. Additional information is available from the Office of Teacher Education.

CPC

All individuals who have been formally admitted to any of the undergraduate or graduate programs leading to certification must complete a Candidate for Professional Certification (CPC) form once each academic year that they are enrolled at the University. CPC forms are available in the Office of Teacher Education.

THE NATIONAL TEACHER EXAMINATIONS

All persons qualifying for a teaching certificate in North Carolina must pass appropriate sections of the National Teacher Examinations.

Students seeking admission to the Teacher Education Program must satisfactorily complete the Communications Skills and General Knowledge tests of the National Teacher Examinations in accordance with criteria approved and published by the Teacher Education Committee at the time the student makes initial application for admission to the program. These tests will normally be taken at the time General Education requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. An official copy of the scores must be received by the Office of Teacher Education before the student may be admitted to the Teacher Education Program.

Prospective teachers take the Professional Knowledge test and appropriate specialty area test(s) of the National Teacher Examinations in accordance with criteria approved and published by the Teacher Education Committee prior to completion of the program. These tests will normally be taken during the semester in which student teaching occurs. An official copy of satisfactory scores must be received by the Office of Teacher Education before a recommendation for certification can be forwarded to the State Department of Public Instruction.

Students possessing teaching certification and seeking additional areas of certification must satisfactorily complete the appropriate specialty area exam(s) before a recommendation for certification can be forwarded to the State Department of Public Instruction.

Students should have their scores sent directly to Pembroke State University by the Educational Testing Service. Sealed copies are not accepted.

Applications and information on the tests are available from the Director of Teacher Education.

GRADUATE TEACHER EDUCATION PROGRAM

Curricula for the Graduate Teacher Education Program are designed to provide opportunities for continuing professional development and master's level certification for regional school educators.

Each Graduate Teacher Education Program is undergirded by a strong, diversified undergraduate program. The graduate program complements and enhances the undergraduate program by extending the professional development opportunities of educators. Each program is designed to assist the student with obtaining greater professional competence in the chosen area of specialization. For descriptions of graduate curricula and degrees, see **Graduate Programs** section of this catalog.

HEALTH PROFESSIONS PROGRAMS

In addition to the Bachelor of Science in Nursing, described in the **Undergraduate Programs of Study** section, the departments of biology and physical science (chemistry) provide curricula which meet the requirements for admission into most schools of medicine, dentistry, veterinary science and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as pharmacy, optometry, physical therapy, etc. can obtain some of the required college preparation (generally two years) at Pembroke State University prior to transfer to the appropriate professional school. In each case, admission to the professional school is competitive and completion of the prescribed curriculum at Pembroke State University does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Counselor, the Chairman of Committee on Preprofessional Curricula, or from any member of the biology or chemistry faculty.

PRE-HEALTH CURRICULA AND DEGREE PROGRAMS THAT LEAD TO THE HEALTH PROFESSIONS

| Curricula | Degree Programs |
|-------------------------|------------------|
| Pre-Medical | B.S. Biology |
| Pre-Dental | B.S. Chemistry |
| Pre-Pharmacy | B.S. Physics |
| Pre-Medical Research | B.S. Psychology |
| Pre-Podiatry | B.S. Mathematics |
| Pre-Veterinary Medicine | B.S. Nursing |
| Pre-Medical Technology | |
| Pre-Optometry | |
| Pre-Nursing | |
| Pre-Public Health | |
| Pre-Allied Health | |

PREPROFESSIONAL CURRICULA IN MEDICINE, DENTISTRY AND VETERINARY SCIENCE

Although a B.S. degree is technically not a prerequisite for these program, the large majority of students who apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The departments of biology and physical science (chemistry) offer B.S. programs with biomedical emphasis that enable a student meet requirements for most professional schools. These programs are detailed in the program descriptions of the Departments of Biology and Physical Science.

ACCELERATED PROGRAM IN MEDICAL TECHNOLOGY

Pembroke State University offers a program to its biology and chemistry majors in affiliation with hospitals approved by the Council on Medical Education of the American Medical Association which gives, by the board of registry of Medical Technologists, a medical technology certificate. In this program the students complete six

semesters of on-campus study and one year of study and training in an affiliated hospital. After satisfactory completion of the fourth year (hospital training), Pembroke State University will award the B.S. degree in biology or chemistry to the students. Undergraduate students enrolled in the fourth year of the accelerated program in medical technology must pay tuition to both Pembroke State University (not including fees) and to the affiliated hospital. Details of the medical technology programs appear in the program descriptions of the Departments of Biology and Physical Science.

Currently, Pembroke State University has formal affiliations with McLeod Memorial Hospital in Florence, S.C., and with Moses Cone Hospital in Greensboro, N.C. Dr. Vera C. Hyman, M.D., and Ms. Vicki Anderson, M.T., the program director and the education director at McLeod Memorial Hospital, are regarded as adjunct professor and lecturer respectively at Pembroke State University. Similar appointments are made for Robert M. Gay, M.D. and Jean Smith, M.T., the medical director and program director respectively at Moses Cone Hospital. Although the affiliation agreement does provide PSU students some preference in the admissions process it should be noted that admission to the hospital program is competitive and that the admissions process is a function of the hospital program.

It should be noted that this is an accelerated program which allows the student to complete in four years a program that often requires five years. Students may elect the alternate route in which a B.S. degree in biology or chemistry (biomedical emphasis) is obtained before application to a hospital program. Students electing this route are eligible to apply to any school of medical technology and are not limited to programs affiliated with Pembroke State University.

ACCELERATED PROGRAM IN PODIATRIC MEDICINE

In affiliation with the Pennsylvania College of Podiatric Medicine, the Department of Biology is able to offer to selected majors an Accelerated Podiatric Medical Education Curriculum (APMEC). The Doctor of Podiatric Medicine degree, awarded by the Pennsylvania College of Podiatric Medicine, is a seven-year program, involving three years of pre-professional and four years of podiatric medical education. Students selected for this program complete three years of a prescribed biology program at Pembroke State University and are awarded the B.S. degree in Biology upon successful completion of the first year of the podiatry curriculum at the Pennsylvania College of Podiatric Medicine.

Admission to the APMEC Program is limited to students attending those institutions formally affiliated with the Pennsylvania College of Podiatric Medicine. Students admitted into the program are generally from rural or underserved areas and are interested in returning to those areas of practice. Pembroke State University is one of eighteen currently affiliated institutions (only three of these are outside of the state of Pennsylvania). The Pennsylvania College of Podiatric Medicine has agreed to reserve up to three seats annually for students of Pembroke State University who have satisfactorily completed a prescribed three-year pre-professional curriculum. Completion of the preparatory program does not guarantee admission to the Pennsylvania College of Podiatric Medicine. Admission involves a competitive application process. Students accepted for the study of podiatric medicine must possess exceptional qualifications.

Additional information can be obtained from the Chairman of the Biology Department. Details of the curriculum in podiatric medicine are found in the program descriptions of the Department of Biology.

M.A.R.C. (MINORITY ACCESS TO RESEARCH CAREERS) PROGRAM

The M.A.R.C. Program at Pembroke State University, a training program funded by the National Institute of Health, is designed to train qualified minority students for a career in biomedical research. In addition to a variety of unique educational experiences, the program will provide selected students a monthly stipend and will pay tuition and fees during their last 24 months at Pembroke State University. Administration of the program is the responsibility of the Program Director.

The M.A.R.C. Program is an honors program and trainee selection is on a competitive basis. Students will be selected at the end of the sophomore year by the M.A.R.C. Steering Committee. Requirements for selections are:

1. Completion of the first two years of the M.A.R.C. curriculum in either biology or chemistry. These requirements are more demanding than those of the traditional biology or chemistry. See Biology Department section for chemistry requirements.
2. An overall QPA of at least 3.0.
3. An interest in a career in biomedical research and the desire to pursue the Ph.D. degree in a biomedical science or related field.

Students selected as M.A.R.C. trainees will spend the summer between the sophomore and junior years in an intensive curriculum enhancement program at Pembroke State University. Skills will be developed or enhanced in molecular biology, organic chemistry, statistical analysis, and computer methodology. This program, taught by Pembroke State University faculty, will better prepare the students for the demanding curriculum of the junior and senior years.

A vital component of the M.A.R.C. Program is a summer's research experience at a major research institution between the junior and senior years. Arrangements have been made with a number of research scientists in both academic and industrial settings to provide M.A.R.C. trainees from Pembroke State University with this research experience. For additional information about the M.A.R.C. training program in biology or chemistry, contact the Chairman of the Department of Biology.

NORTH CAROLINA HEALTH CAREERS ACCESS PROGRAM AT PEMBROKE STATE UNIVERSITY

The North Carolina Health Careers Access Program (NC-HCAP) at Pembroke State University is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities (Black and Native American) and disadvantaged population groups. Interested students should contact Health Careers Recruitment Office, 521-6590.

The purpose of NC-HCAP is to provide recruitment, counseling and enrichment services and activities to increase the number of underrepresented minority and disadvantaged persons being trained for and employed in the health professions.

The NC-HCAP at Pembroke State serves the Southeast region of North Carolina, and offers the following services and activities:

1. provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
2. counsels individuals seeking careers in the health professions for which training is available in the constituent institutions of the University of North Carolina, and in the North Carolina technical institutes and community colleges;
3. provides retention and enrichment services for minority students enrolled in pre-profession health programs;
4. provides professional study guides and review materials to assist students in preparing for health professions schools admissions tests (i.e. MCAT, DAT, PCAT, etc.);
5. coordinates seminars on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
6. conducts a Clinical Work-Study Summer Health Program (CWSSHP) which provides clinical and academic enrichment experiences for underrepresented minority and disadvantaged health science majors interested in health or health related careers;
7. provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health professions schools' faculties, administrators, students, and with practicing health professionals;
8. assists minority and disadvantaged students interested in health professions programs in identifying adequate financial aid resources;
9. sponsors a Health Careers Club for enrolled health science majors and others interested in pursuing careers in the health professions; and
10. conducts health careers workshops for minority high school students and health careers clubs.
11. Sponsors a six week Health Careers Opportunity Summer Youth Program, which provides special science curriculum to high school students from a disadvantaged background who wish to pursue a career in the health professions.

This program is funded by the U.S. Department of Health and Human Services, Public Health Service, Health Service and Resources Administration, Division of Disadvantaged Assistance, Bureau of Health Professions.

ACADEMIC REGULATIONS

Requirements for Graduation

Academic Procedures and Policies

REQUIREMENTS FOR GRADUATION

Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 128 semester hours of course work excluding CMA 104, MAT 104, EDN 104;
2. Have successfully completed the General Education Program;
3. Earn a grade of “C” (2.0) or better in both English composition courses, CMA 105 and CMA 106;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at Pembroke State University;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;
7. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at Pembroke State University if the student transferred to Pembroke;
8. Be registered during the academic year in which the student’s graduation occurs;
9. Complete the last 30 semester hours in residence at Pembroke State University;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well-defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are ORI 100 (University Orientation), the 2 physical education courses required for General Education, and supervised internship courses.
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 semester hours of correspondence) from regionally accredited institutions toward a degree, provided that such correspondence credit is approved by the Office of Records and Special Programs and will not be applied to satisfy specifically stated course requirements in major programs;
NOTE: Any student needing to take correspondence work after admission to study at Pembroke State University may be permitted to do so only after obtaining formal approval from the student’s academic advisor, from the Office for Academic Affairs, and from the Office of Records and Special Programs.
12. Have the recommendation of the faculty;
13. Make application for the degree no later than the end of registration for the last semester prior to the completion of graduation requirements;
 - a. The Degree Application Form can be obtained from the Office of Records and Special Programs;
 - b. A non-refundable graduation fee of \$25 must accompany the application;
 - c. If a candidate fails to qualify after filing the student’s application and fee before commencement, but does qualify at some later time, the student must submit another application and another fee;
 - d. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;
14. Satisfy all financial obligation to the University.

All candidates are encouraged to complete a file in the Career Planning and Placement Center.

GRADUATION POLICIES

A student who completes graduation requirements at the close of the Spring Semester is required to attend commencement, which is held at that time. A student who completes graduation at any other time will have option of returning to participate in commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Dean of Records and Special Programs by April 15 a written request which indicates the address to which the diploma will be mailed. When the request is made as indicated above, the diploma will be mailed after the graduation ceremony.

A student must choose to meet the *graduation requirements* of one *catalog*. The student may elect to meet the requirements which were published in the University catalog which was current at the time the student entered this institution or a subsequent catalog; however, the student will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog.

A student whose attendance at Pembroke State University is interrupted for more than one semester must meet the requirements published in the catalog which is in effect at the time the student resumes studies or those of a subsequent catalog.

Courses completed in other accredited colleges and universities for which transfer credit is requested will be evaluated in terms of Pembroke State University's academic regulations and curriculum, and in terms of the student's proposed program at Pembroke. Grades from transferred courses will **not** count towards the student's cumulative quality point average at Pembroke State.

After achieving junior status, no student may transfer credit for any work taken in a two-year college nor may any student who has attained junior status receive transfer credits for any work taken after that time in a two-year college.

Fractional credit will not be granted for partial completion of any course.

Students who wish to enroll in courses at other institutions to apply toward a degree at Pembroke State University must receive the written approval of their major advisor and the Registrar before registering for the course(s) in order for such credit to be acceptable to Pembroke State University. This permission must be on file in the Registrar's Office.

Permission to take courses at other college or universities while a student is on probation or is socially or academically ineligible to attend Pembroke State University will not be granted.

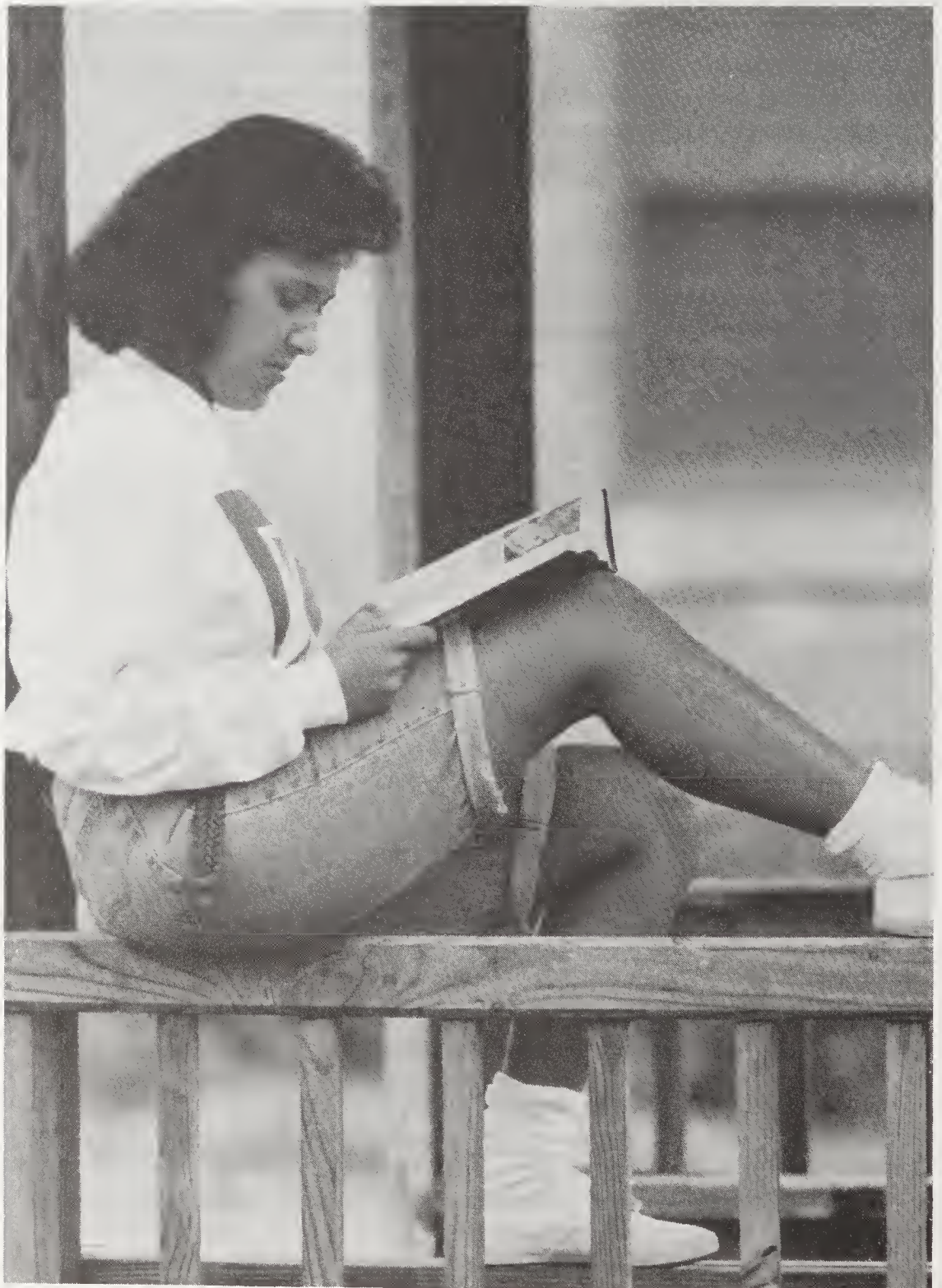
COURSE LOAD

Students are expected to enroll in at least 16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters).

Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 7 semester hours each summer session term.

The minimum number of semester hours required to graduate from PSU is 128. At the present time, some majors require more than 128 semester hours. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) an average of 16 semester hours for 8 semesters. If a student's major requires more than 128 semester hours, the student must take (and pass) more than 16 semester hours for each of the 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution.



ACADEMIC PROCEDURES AND POLICIES

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations.

Before the close of each semester, the student is expected to discharge all financial obligations to the University. A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills are paid.

CLASSIFICATION OF STUDENTS

Regular students at Pembroke State University are classified according to the number of semester hours they have earned in keeping with the following table:

| |
|-------------------------------|
| Less than 30 hours-Freshman |
| 30 to 59 hours-Sophomore |
| 60 to 89 hours-Junior |
| 90 hours to graduation-Senior |

UNDERGRADUATE GRADING AND ACADEMIC ELIGIBILITY

Grading System (Undergraduate)

Grade reports are sent to each student at the end of each semester. Mid-term advisory grades may also be sent to some categories of student at the mid-point of the semester.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations.

The letter grades and quality points represented by each, as of January 1, 1989, are as follows:

| | | | | | | | | | |
|----|------|----|------|----|------|---|------|----|------|
| A | =4.0 | B- | =2.7 | D+ | =1.3 | P | =0.0 | AU | =0.0 |
| A- | =3.7 | C+ | =2.3 | D | =1.0 | I | =0.0 | WP | =0.0 |
| B+ | =3.3 | C | =2.0 | D- | =0.7 | T | =0.0 | WF | =0.0 |
| B | =3.0 | C- | =1.7 | F | =0.0 | W | =0.0 | | |

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I", or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed.

The “T”, grade pending, is given only for Chancellor’s Scholars courses until the thesis or project is completed.

When a student withdraws from a course during the designated drop-add period, the “W” grade is assigned. The “W” grade is also used after the drop-add period when a student obtains the signature of his instructor to withdraw from a course prior to and including the last day of the sixth week of the semester. An “F” is given when a student withdraws from a course(s) beginning the first day of the seventh week of the semester. When a student receives a “W” grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

Audited classes are listed on the permanent record. They are designated by the letters “AU.” The AU’s and W’s will be listed as attempted hours, but not as quality hours for figuring quality point averages.

QUALITY POINT AVERAGE AND SCHOLASTIC STANDING

Scholastic standing at Pembroke State University is based on the quality point average. To figure quality point average, multiply the number of quality hours (at-tempted hours minus P credits, AU’s and W’s) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

Example:

| Course | Final Course Grade | Quality Hours | x | Quality Points | = | Quality Points Earned |
|--|--------------------------|------------------|---|--------------------|---|-----------------------------|
| Course A | C+ | 3 | x | 2.3 | = | 6.9 |
| Course B | B- | 3 | x | 2.7 | = | 8.1 |
| Course C | A | 1 | x | 4.0 | = | 4.0 |
| Course D | P | 0* | x | 0.0 | = | 0.0 |
| Course E | F | 1 | x | 0.0 | = | 0.0 |
| Course F | B | 3 | x | 3.0 | = | 9.0 |
| Course G | A- | 3 | x | 3.7 | = | 11.1 |
| Course H | I | <u>2</u> | x | 0.0 | = | <u>0.0</u> |
| Total Quality Hrs. | | 16 | | Total Quality Pts. | | 39.1 |
| Quality Point Average = 39.1 ÷ 16 = 2.44 | | | | | | |

*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including in the quality point average calculation the quality hours and quality points received from Pembroke State University only. For this purpose, only the most recent grade of a repeated course and only the semester hours and quality points corresponding to the most recent grade are used.

MINIMUM SCHOLASTIC REQUIREMENTS

To indicate to a student his/her scholastic standing, four categories have been established: good standing, above QPA minimum (but below 2.0), warning/probation, and suspension. Suspension means a minimum of two semesters separation from the

University to allow more maturation in those attributes that enhance the student’s academic ability.

Required levels of academic achievement increase progressively over the approximately four years leading to graduation. This is in recognition of the adjustment period of transition from high school to college level, which is sometimes difficult. The total semester hours from all colleges attended will be the basis for determining the required minimum cumulative quality point average. However only those grades earned at Pembroke State University will be used to compute the student’s cumulative quality point average. The cumulative quality point averages required are as follows:

| Semester Hours Attempted | Minimum Cumulative Quality Point Average |
|--------------------------|---|
| 30 | 1.375 |
| 45 | 1.500 |
| 60 | 1.625 |
| 75 | 1.750 |
| 90 | 1.875 |
| 105 | 2.000 |

A student who falls below the specified average for the number of quality hours (including transfer quality hours) will be placed on warning/probation and restricted to enrollment of no more than 13 semester hours. A student who has been warned and who fails to bring the cumulative average up to the required minimum by the end of the following semester will be suspended; however, a student who averages at least 2.00 for the warning/probationary semester will be continued on probation even though the cumulative average does not reach the minimum.

After at least two semesters of academic suspension for failure to meet the minimum requirements of quality point ratio, a student may apply for readmission. If readmitted, the student must then meet the minimum quality point ratio requirements at PSU on all quality hours or earn a semester quality point average of 2.0.

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

GRADUATION WITH HONORS

Any senior may be considered for honors who, at the beginning of the last semester of his senior year, has earned at least 45 semester hours of credit in residence at Pembroke State University and who has not received more than two failing grades during his college or university career.

Students who attain a *cumulative quality point average* of 3.9 or higher are graduated *summa cum laude*. Those who achieve a minimum *cumulative quality point average* of 3.7 are graduated *magna cum laude* and students whose *cumulative quality point average* is at least 3.4 are graduated *cum laude*. Cumulative quality point averages are computed at the end of the semester prior to the student’s last semester in school.

HONORS/CHANCELLOR’S LIST

Students are eligible for **Honors List** if they achieve a minimum semester quality point average of 3.2 while passing at least 15 semester hours of course work, no more than 3 of which may be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 15 semester hours of course work, no more than 3 of which may be Pass/Fail.

FRESHMAN ORIENTATION

A summer orientation program is sponsored by the University for all new freshmen. Two programs are held each summer, and students may select the one they wish to attend. The program is designed to acquaint students with the academic, co-curricular, and social life of the University. A battery of required University-administered tests is given to all students during the orientation session.

Freshman Testing Program

Each freshman will take a battery of University-administered tests prior to the student's first registration. No student will be allowed to register without being tested. The tests will be administered during the Freshman Orientation sessions held in the summer. The tests are not entrance examinations and will not deny admission to any student. The purpose of the test is to provide information to assist in advising every student and in planning the student's program.

Students who score below acceptable standards on the University-administered test in Composition will be placed in CMA 104. Students who score below acceptable standards on the University-administered mathematics test will be placed in MAT 104. Students who score below acceptable standards on the reading test will be placed in EDN 104 (College Reading). Students placing in one or more of these courses will be advised to limit their course loads to 12 semester hours in the fall semester and to seek tutorial aid. CMA 104, MAT 104, and EDN 104 do not count toward graduation.

ACADEMIC ADVISEMENT

The University has an Academic Advising system to assist students in their respective academic programs. Each student is assigned to a faculty member who helps the student plan a program and maintains a record of progress during his or her college career. Although the advisor will guide the student in academic matters, the final responsibility for meeting all academic program requirements rests with the student.

The academic advisor may refer a student to other offices for further services in counseling, career planning and placement, tutoring, and skills development.

REGISTRATION

Each student must complete registration in person. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will have their names dropped from all class rolls. If these students subsequently request to register, they must follow registration procedures just as if they had not started registration before.

The University has a two-phase registration system: the early registration phase and the regular registration phase.

Students currently enrolled at Pembroke State University may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the registration material (Permit to Register Card, and Personal Data Form) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work at the assigned major academic department, and (4) paying tuition and fees to the Cashier's Office.

Students entering Pembroke State University for the first time or returning after an absence of one semester or more may complete their registration by: (1) consulting with their advisor during the designated registration period, obtaining a Permit to Register Card and preparing their class schedule for the semester, (2) registering for the approved course work at the assigned major academic department, and (3) paying tuition and fees at the Cashier's Office.

DROPPING AND ADDING COURSES

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To drop and/or add a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the losing and/or gaining professor, and present the form to the Cashier's Office and the Office of Records and Special Programs.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the sixth week of the semester with a grade of "W" if the student obtains the signature of the instructor.

WITHDRAWAL FROM THE UNIVERSITY

Up to the last day to receive a W in a course, a student may complete a "Request for Withdrawal" form, available from the Office of Records and Special Programs. The student should get the required signatures, take the meal plan and I.D. cards to the University Cashier, and return the form to the Office of Records and Special Program. The University makes applicable refunds only after the withdrawal procedure is completed. After that date, the Office for Academic Affairs approves withdrawal from the University without academic penalty only when unusual, documentable circumstances warrant.

Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, and no later than two weeks before final exams, the student should first meet with the Director of Advisement and Retention to explore options. The students may then meet with the Assistant Vice Chancellor for Academic Affairs. Approved requests receive W in all courses. Denied requests receive WP (Withdrew Passing) or WF (Withdrew Failing) as assigned by each instructor.

Only WF counts in calculating the student's GPA. Any student who stops attending classes without completing the withdrawal procedure ordinarily receives an F in courses for which the student is registered.

REPETITION OF COURSES

Undergraduate courses may be repeated. Courses to be repeated must be taken at Pembroke State University. For students who repeat a course, the average of all grades earned for that course will be used to determine their cumulative Quality Point Average. (Policy effective January 1, 1994.)

EXPERIENTIAL LEARNING PROGRAMS

Practical work experience is very important in today's world. Students at Pembroke State University may elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

Experiential Learning Program

Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.
3. To be eligible for enrollment in Experiential Learning I or II, a student must:
 - a. have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
 - b. be classified as a junior or senior;
 - c. have an overall cumulative quality point average of at least 2.0;
 - d. have the written recommendation and approval of the major department chairman and the major advisor.
4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
 - a. what the student is to do, what the major advisor is to do, and what the organization is to do;
 - b. the number of semester hours the students will earn in completing the contract;
 - c. that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

Cooperative Education Program

Cooperative Education is an arrangement whereby Pembroke State University cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative QPA of 2.0 or above. Participants receive pay and academic credit for the work experience which is coordinated and supervised by the Career Services Center.

Internship Program

The Internship Program provides opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one-term duration, are open to qualified junior or senior students with the approval of the department chairman. Further information is available from the Career Services Center.

INDEPENDENT STUDY

A student who wishes to enroll in 499 Independent Study in any department must: (1) be classified as a senior, (2) have a *cumulative quality point average* of 3.0 or better in his major area of study, (3) request independent study in his major area, and (4) submit a *Request for Approval of Independent Study* in triplicate to the Office for Academic Affairs. The form can be obtained from the department head responsible for the student's major area of study. It must be approved by: (1) the professor supervising the student in independent study, (2) the department chairman, (3) the Dean of Records and Special Programs, and (4) the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit.

Upon completion of the independent study, the student must prepare a typewritten report of the study in duplicate. The supervising professor will evaluate the report and the overall work in the independent study and assign the appropriate grade. A copy of the independent study should be filed in the departmental chairman's office.

CLASS ATTENDANCE

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. No matter what the cause, an absence from class does not relieve the student from any course requirement.

Instructors have the discretion to determine how the attendance policy will be implemented in their classes, the circumstance under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty are encouraged to distribute a written statement of their policy.

Students should not enroll in a course if participation in University-sponsored activities will cause them to miss an excessive number of classes, as determined by the instructor.

Students whose absences impair their academic performance may be referred to the Director of Advisement and Retention.

THE PEMBROKE STATE UNIVERSITY ACADEMIC HONOR CODE

I. OVERVIEW

The Pembroke State University Academic Honor Code sets forth the standards of academic honesty and integrity for students at PSU and describes attendant faculty responsibilities. Students and faculty are expected to be familiar with its provisions. This Code defines student behavior which violates the standards (Section III), and enumerates the penalties for violations and the circumstances under which such penalties may be imposed (Section IV).

Section V sets forth the procedures for dealing with cases where a violation of the Academic Honor Code is alleged. Those procedures permit a faculty member to address a student's first violation through discussion with the student. If the student freely admits the offense and accepts the penalty assigned by the faculty member, an agreement settling the matter is signed by both, the faculty member imposes the penalty, and the matter ends (Section V.A.). If PSU records show that the student has previously committed an Academic Honor Code violation, or if the student decides not to admit guilt or accept the penalty, or if the faculty member believes that the seriousness of the offense warrants a more severe penalty than those which may be imposed in the settlement process, the matter must be referred to the Campus hearing Board (Section V.B.) if any penalty is to be imposed. The Campus Hearing Board hears the evidence from the faculty member and student and determines whether the student did commit a violation. If no violation is found, the matter ends and no penalty may be imposed. If the Campus Hearing Board finds that the student did commit a violation, it determines the appropriate penalty (Section V.C.). A student found guilty may appeal the Campus Hearing Board's decision to the Campus Appeal Board (Section V.D.).

II. STATEMENT OF PRINCIPLES

Academic honor and integrity are essential to the existence of a university community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty. To meet their responsibilities when academic dishonesty is suspected, individual faculty members must follow the policies and procedures stated in this Code.

Students are also members of the academic community. As responsible members of the University, students are obligated not to violate the basic standards of honor, and they are expected to take an active role in encouraging other members to respect those standards. Should a student suspect a violation of the Academic Honor Code, he/she should make the suspicion known to a member of the faculty or University administration.

Commitment to maintaining and encouraging high standards of academic honesty and integrity is demonstrated in many ways. One manifestation is the policies and

procedures governing violation of the standards. Herein contained are the provisions of the PSU Academic Honor Code.

III. DEFINITIONS OF VIOLATIONS

Definitions and/or examples of violations of the Academic Honor Code are as follows.

A. CHEATING:

Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise.

B. PLAGIARISM:

Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source).

C. FABRICATION AND FALSIFICATION:

Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

D. ABUSE OF ACADEMIC MATERIALS:

Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material.

E. COMPLICITY IN ACADEMIC DISHONESTY:

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

IV. PENALTIES

All acts of academic dishonesty violate standards essential to the existence of any academic community. Some first offenses are properly handled and remedied by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described in Section V to handle such an offense. The penalties which may be assessed are limited to the following: (a) a formal warning/reprimand, (b) a reduced grade (including F) for the assignment, (c) a reduced grade (including F) for the entire course. Whatever the penalty, a signed form regarding the settlement will be kept for five years (or until the student graduates) in the Office for Student Affairs. The purpose of this record-keeping is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

All second offenses and some first offenses have import beyond the specific course in which the violation occurred. The Campus Hearing Board handles such violations, and the possible penalties are greater. In these cases the Campus Hearing Board may impose any of the penalties listed above (a,b,c) and/or the following: (d) disciplinary suspension from the University for a designated period of time (one semester, one year, etc.); or (e) dismissal from University for an indefinite period of time.

In all determinations of penalty, the following factors should be considered:

1. The nature and seriousness of the offense.
2. The injury or damage resulting from the misconduct.
3. The student's motivation and state of mind at the time of the incident.
4. The student's prior disciplinary record.
5. The student's attitude and demeanor subsequent to the violation.

V. PROCEDURES FOR HANDLING CASES

A faculty member responsible for assigning final grades in a course may acquire evidence directly, or through information supplied by others, that a student violation of the Academic Honor Code may have occurred. After collecting the evidence available, the faculty member should determine whether it warrants proceeding to the next level of inquiry.

If the faculty member determines that the evidence is sufficient, he/she should contact the Vice Chancellor for Student Affairs, who will determine from his records whether the student has previously admitted to or been found guilty of an Academic Honor Code violation. If the suspected violation would be a second offense, the faculty member must take the case of the Chairperson of the Campus Hearing Board. If the suspected violation would constitute a first offense but one which the faculty member considers the appropriate penalty to be more severe than an F in the course, the case must be brought to the Chairperson of the Campus Hearing Board. If the faculty member believes, however, that the suspected violation would be remedied by a penalty no greater than F in the course, the settlement procedure may be used to conclude the matter and provide a record (see Section IV. Penalties).

Once a student has received notice that he/she is charged with an Academic Honor Code offense, the student is not permitted to withdraw from the course in order to avoid the appropriate penalty.

A. Settlement Procedure

The faculty member meets with the student and presents the evidence of an Academic Honor Code violation, then request an explanation from the student. After hearing the explanation, if the faculty member determines that a violation has occurred, he/she fills out and signs the approved form distributed to all faculty members, noting the penalty to be applied, and gives the form to the student. The student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing the form. If the student agrees to sign, he/she does so in the presence of the faculty member who then implements the penalty. The faculty member forwards the settlement form to the Vice Chancellor for Student Affairs, who keeps a record of first offenses for five years (or until the student graduates), and thus the matter is ended. If the student decides not to admit guilt or not accept the penalty, the faculty member must take the case to the Chairperson of the Campus Hearing Board, if any penalty is to be imposed.

B. Campus Hearing Board

The Campus Hearing Board is made up of three faculty members and one administrative member appointed by the Chancellor of the University, and three students appointed by the President of the Student Government Association. The conduct of Hearings is outlined in Article IV, Section C.2 of the Pembroke State University Student Constitution.

Where a student is not found in violation of the Academic Honor Code, a written report is prepared and sent to the Vice Chancellor for Student Affairs, who will maintain a confidential file of materials related to the case. No part of that file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

Where a student is found guilty of violating the Academic Honor Code, the Campus Hearing Board determines the appropriate penalty. Both student and faculty may submit evidence and make statements concerning the appropriate sanctions to be imposed. The Vice Chancellor for Student Affairs will supply the Student's previous Academic Honor Code disciplinary record.

At the conclusion of the evidence of the appropriate penalty, the Campus Hearing Board determines the penalty, and prepares a written report to the student and the Vice Chancellor for Academic Affairs, who notified the faculty member and the Vice Chancellor for Academic Affairs of its contents. If a penalty of a grade of F in the course or less is to be assigned, the faculty member imposes that penalty determined by the Campus Hearing Board and no other penalty. If a greater penalty is deemed appropriate, the Vice Chancellor for Student Affairs implements the penalty indicated in the report. The student will be notified within five days of the Campus Hearing Board's determination of penalty.

C. Campus Appeal Board

A student found guilty has the right of appeal, and is permitted five school days from the date the student receives notice of the report of the Campus Hearing Board to file a written notice of appeal with the Vice Chancellor for Student Affairs. Failure to do so will render the decision on the Campus Hearing Board final and conclusive.

If the request for appeal has been timely filed, the Vice Chancellor for Student Affairs shall deliver this request as well as materials related to this case to the Campus Appeal Board.

The composition of the Campus Appeal Board and its adjudicatory powers are described in Article V, Section C.1 of the Pembroke State University Student Constitution. For Academic Honor Code violations and their appeals, the Vice Chancellor for Academic Affairs or his designate will represent the Chancellor of the University.

VI. ADVICE TO THE FACULTY

1. Faculty members should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. In doing so they might authorize or prohibit specific forms of student conduct which are unique to their courses of disciplines. They should refer students to this Academic Honor Code. It is recommended that the following statement be included in all course syllabi:

Student Academic Honor Code

Students have the responsibility to know and observe the PSU Academic Honor Code. This code forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to the students in writing at the beginning of the course, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type; and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Students are expected to report cases of academic dishonesty to the instructor.

2. Faculty members should take preventive measures to avoid cases of academic dishonesty (e.g., examinations should be carefully protected).



STUDENT AFFAIRS and STUDENT SERVICES

Room and Board

Student Services and Policies

Student Activities and Organizations

STUDENT AFFAIRS AND STUDENT SERVICES

The office of the Vice Chancellor for Student Affairs coordinates the Division's programs and provides departments which include: Dean of Students, Housing, Student Activities, Counseling and Testing, Career Services, Financial Aid, Health Services, and Performing Arts.

Every effort is made to provide an environment which is pleasant and conducive to intellectual growth and well being. Through the services and activities affiliated with campus life, the students at Pembroke State University may acquire experience in individual and group leadership and personal development to supplement and enrich the academic component of their education.

ROOM AND BOARD

STUDENT HOUSING

An application for on-campus housing can be obtained from the Director of Student Housing, Pembroke State University, Pembroke, N.C. 28372. Room assignments are made in August preceding the fall semester and in December preceding the spring semester.

At Pembroke State University housing is an integral part of the educational program. Residence halls are considered to be more than merely places to sleep: they are "home" for a few years for many students. The University's aim is to provide residence halls that offer an environment conducive to studying and to provide an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as RA's. RA's have many duties; however, one of their primary duties is to extend the services of the Counseling and Testing Center into each room.

Residence halls are located within walking distance of all campus facilities including classroom buildings, library, cafeteria, snack bar, student union, bookstore, post office, and recreational facilities. A wide selection of campus recreational facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

In order to reserve a room on campus, an application for housing and a \$75 housing deposit should be mailed to: Director of Housing, Pembroke State University, Pembroke, N.C. 28372. The deposit protects the student's room reservation until he or she either graduates or terminates his or her stay on campus and is refunded provided the procedures listed below are followed.

Housing Deposit

1. Incoming new students: The University will refund all but \$25 of the room deposit if written notice of cancellation is received by August 1st, preceding the fall semester, and by December 1st, preceding the spring semester. After these dates the deposit is non-refundable. Applicants who are not accepted for admission will receive a full refund of their deposit.

2. Established residents: The \$75 housing deposit (less damages) will be refunded provided that the resident submits written cancellation by November 15th, preceding the spring semester, and by April 15, preceding the fall semester.

SUMMER HOUSING

Room and Board are available during both terms of the Summer Session. A \$75 deposit is necessary to secure a room.

Use of Air Conditioners in Residence Halls

Personal air conditioners are permitted in the residence halls subject to the following conditions:

1. The Housing Office will be notified of the student's desire to have an air conditioner installed. Approval will be granted on a first-come, first-served basis, *subject to the electrical capacity* of the residence hall suite or floor.
2. An advance payment of \$40 for each regular semester or five-week summer session is required for installation and utilities.
3. A maximum of 6,000 BTU's and 110V will be permitted.
4. Installation must be provided by University maintenance personnel upon notification by the Housing Office. Removal from windows will also be done by maintenance personnel.
5. The University will not be liable for damage or theft.

MARRIOTT FOOD SERVICE

Student meal plans are not transferable under any circumstances, and each student must attach a current resident dining validation sticker to their campus I.D.

If a student loses his other meal card, the Director of Food Service will issue a 7 day temporary meal card at a cost of \$2.00. An additional \$3.00 charge will be assessed if the I.D. is not found and a new validation sticker must be issued.

All meal plans are valid 7 days a week, except during summer session.

STUDENT SERVICES AND POLICIES

UNIVERSITY COUNSELING AND TESTING SERVICES

Counseling services, personal and/or social, are provided for PSU students without cost. A variety of tests and assessment instruments are utilized to explore personality type, interests, and patterns of behavior. Students who are experiencing personal difficulties or who wish to increase their self-knowledge for personal growth and career planning purposes are encouraged to utilize these services.

The Counseling and Testing Center is located on the second floor, Room 243, of Chavis University Center. The Center is staffed by two professional counselors. Counseling is typically done by appointment, but emergency situations are addressed immediately. All counseling relationships are confidential.

STUDENT HEALTH CENTER

Pembroke State University is proud of its modern 22-bed infirmary, which provides 24-hour coverage. The Student Health Center's professional staff is composed of a part-time medical Director Physician who is in the clinic each afternoon on Monday, Tuesday, Thursday, and Friday and a full-time nursing staff. The Center provides a variety of medical and health services for all students.

N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within thirty (30) days of enrollment will be withdrawn from classes. The University has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history and physical examination form which includes the required immunization documentation should be returned as part of the admission requirement prior to enrolling. This form must be completed in its entirety by a medical doctor and on file with the Student Health Service before registration. This requirement applies to all students enrolled for seven (7) or more semester hours. The required immunizations that must include month-day-year are:

- a. Three D.P.T. (Diphtheria-Pertussis-Tetanus) or T.D. booster within 10 years regardless of age of student
- b. Three O.P.V. (Oral Polio Vaccine) doses if student is less than age 18 years when enrolling
- c. One Rubeola (Red Measles) shot with live virus vaccine on or after (1st) birthday (not required if age 30 or above)
- d. One Rubella (German measles) shot with live virus vaccine on or after first (1st) birthday, or positive titer date (not required if age 50 or above)
- e. T.B. (Tuberculosis) skin test and results within one (1) year. (If skin test positive then chest x-ray and results within one (1) year)

CAREER SERVICES CENTER

The Career Services Center, located on the second floor of the Chavis University Center, exists to assist students and alumni with career planning. This office maintains a library of resources related to careers, employers, salary trends, the job market, graduate and professional schools, part-time and full-time employment opportunities,

internships and co-ops. Workshops are held for students seeking assistance in improving their job-seeking skills and the on-campus recruiting program is active during the Fall and Spring semesters. The Career Center sponsors the following events annually: the Graduate Professional Schools Day, November; the Career Fair, February; the Teacher Education Fair, April; and the CSC Senior Orientation.

All seniors are urged to register with the Career Services Center and to complete a credential file, regardless of whether they have an immediate need for the service. The student's credential file may include an unofficial copy of the transcript, personal data card, three letters of reference from professors/employers, and two copies of a résumé. A copy of the student's credential file is sent to the employer by the Career Services Center upon the student's request. (First six packets are sent free of charge; additional copies are two dollars per packet).

Students whose records are in the active file are recommended to prospective employers and notified of specific job opportunities which meet each candidate's geographic and career field preferences and for which the candidate is qualified to apply.

Credential services are available to students/alumni as follows: Active registrant's credentials are kept in the active file for three years at which time the file must be updated. If the file is not updated, it will become inactive. Inactive files are kept for a period of five years. Credential files are destroyed after five years of inactive status. Alumni may opt to reapply for the services offered by the Career Services Center at any time.

The Director is available for individual career counseling sessions.

DISCIPLINE

Pembroke State University is an institution for the education of men and women who expect to take their places as responsible, trustworthy citizens of their country. It takes for granted that students will not be guilty of improper conduct.

The aim of all discipline is two-fold: first, to develop self-control in the individual; and second, to protect the welfare of society. Students who cannot or will not comply with the few and simple rules governing the student body are subject to dismissal. The institution reserves the right to decline to register students whose past record is such as to indicate moral, scholastic, or general conduct unfitness. In addition to any costs for repair or replacement, penalties for vandalism will include a \$25 fine, social or residence life probation, or suspension from the University.

All students are expected to observe the rules and live by the general codes of conduct as stated above and enumerated in the Student Handbook. Students living on campus are expected to observe special rules applicable to resident students.

THE PEMBROKE STATE UNIVERSITY DRUG ABUSE EDUCATION AND PREVENTION PROGRAM

I. Introduction

Pembroke State University is committed to maintaining an environment that supports and encourages the pursuit and dissemination of knowledge. All members of the academic community share in the responsibility for protecting that environment by exemplifying high standards of professional and personal conduct.

The University is dedicated to providing students, faculty and staff an environment to study, work and play that is free from illegal drugs. The illegal possession, sale or use of drugs by members of the academic community adversely affects the educational environment.

Consequently, the University has developed a comprehensive program of drug education, abuse prevention and intervention services for all members of the academic community, including officers, employees and students. All members of the University community are encouraged to become familiar with the program and are invited to take advantage of the services provided and to encourage persons with emerging chemical-dependency problems to take advantage of counseling and intervention programs.

II. Alcohol/Drug Education Program

An Alcohol/Drug Abuse Prevention Team (ADAPT) was initiated at Pembroke State University in response to a growing awareness of the need to provide all members of the University community with comprehensive and coordinated drug-related education, prevention, and intervention services. The term “drugs” includes both legal drugs (i.e., alcohol, prescription drugs, over-the-counter drugs, nicotine, caffeine, etc.) and illegal drugs as covered by the Controlled Substance ACT (N.C.G.S. 90-88 et. seq.). ADAPT defines its efforts as “prevention, early intervention, rehabilitation referral, and education” related to the abuse of alcohol and the use and abuse of controlled, illegal, addictive, or harmful substances.

The Alcohol/Drug Abuse Prevention Team (ADAPT) is chaired by a staff member of the Counseling and Testing Center. Team members represent significant expertise, experience and interest in the areas of drug education and intervention. They include administrators, Student and Business Affairs staff, health services representatives, faculty, students and community resource people. The ADAPT chairman prepares an annual report to the Chancellor, outlining all drug education, intervention, and enforcement activities at the University during the previous year.

- A. The purpose of ADAPT is to coordinate activities that will encourage all students, faculty, and staff to:
1. Value and maintain sound personal health and understand how alcohol and other drugs affect health.
 2. Respect state and federal laws and university rules concerning drugs.
 3. Recognize and resist pressure to use drugs.
 4. Promote activities that reinforce the positive, drug-free elements of campus and personal life.
 5. Increase consciousness of the incompatibility of drug use and maximum achievements of personal and educational goals.
 6. Make use of available campus and community counseling, medical and rehabilitation resources in dealing with drug abuse problems.

B. Educational programs/activities

1. Division of Student Affairs

- a. Yearly written notification informing every student of the consequences, including both criminal law and University discipline, of drug use and/or abuse, associated health risks, and available resources for counseling/rehabilitation.
- b. An anonymous drug knowledge/use survey of freshmen.
- c. A series of semi-structured, interactive “LIVING AND LEARNING” programs held in the residence halls.
- d. An observance of National Collegiate Alcohol Awareness Week.
- e. Periodic scheduling of educational programs during the Wednesday activity period.
- f. Movies that reflect alcohol and drug themes.
- g. Alternative programming, such as “New Games” which promotes fun that is drug-free.
- h. A range of special events, speakers, workshops, and programs throughout the academic year, designed to address alcohol and drug issues.
- i. A peer education program aimed at promoting responsible use of alcohol and discouraging use of illegal drugs (A.P.P.L.E. Corps)

2. Division of Academic Affairs

- a. A module of alcohol/drug information in all Orientation 100 classes.
- b. Academic credit courses in drug abuse prevention and chemical dependency.
- c. Academic credit courses in wellness and fitness.
- d. A University Wellness Program designed to promote “wellness” of the University community.
- e. Yearly written notification informing all faculty members of the consequences, both criminal law and University discipline, of drug use and/or abuse, associated health risks, and available resources for counseling/rehabilitation.

3. Division of Business Affairs

- a. PSU’s Employee Assistance Program (EAP) assists employees confidentially in finding solutions to personal problems, including drug and drug-related concerns. Consultation, assessment and referral are provided.
- b. Yearly written notification informing all faculty members of the consequences, both criminal law and University discipline, of drug use and/or abuse, associated health risks, and available resources for counseling/rehabilitation.

C. The Counseling and Testing Center provides:

1. Counseling for employees and students with drug or drug-related problems.
2. Adult Children of Alcoholic (ACOA) support groups, as needed.

3. Drug awareness workshops for administrators, faculty, staff, residence hall advisors, and student groups.
4. Psycho-educational events in a variety of formats and settings, designed to address such concerns as alcohol and relationship issues, self-esteem, basic drug information, co-dependency, and physical-emotional wellness.
5. Referral information for clients requiring hospitalization or inpatient rehabilitation services.
6. Schedules of area 12-Step meeting and support groups (AA, NA, Alanon, ACOA).
7. A library of multi-media materials on alcohol/drug related topics.

III. Institutional Policy on Drugs

The illegal possession, sale, or use of drugs (including alcohol) will not be tolerated at the University. Violation will result in sanctions which may include dismissal from employment or the termination of student status.

The following are the minimum penalties that shall be imposed for the particular offenses described below:

A. Trafficking in Illegal Drugs

- (1) For the illegal manufacture, sale or delivery or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualine), any student shall be expelled and any faculty member, administrator or other employee shall be discharged.
- (2) For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, pentobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any faculty member, administrator, or other employee shall be discharged.

B. Illegal Possession of Drugs

- (1) For a first offense involving the illegal possession of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. The minimum penalty prescribed by State Personnel for employees that are subject to Personnel Act (SPA) is dismissal.

- (2) For a first offense involving the illegal possession of any controlled substance identified in Schedules III through VI, N.C. General Statutes 90-91 through 90-94, the minimum penalty shall be probation, for a period to be determined on a case-by-case basis. A person on probation must agree to participation in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community services, as the Chancellor or the Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. The minimum penalty prescribed by State Personnel for employees that are subject to Personnel Act (SPA) is dismissal.
- (3) For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators, or other employees.

C. Regulations Concerning the Possession and Consumption of Alcoholic Beverages on Campus

- (1) Student fees collected by the institution cannot be used to purchase alcoholic beverages.
- (2) Where alcoholic beverages are provided by student host organizations, all alcoholic beverages should be purchased by the host organizations at market value. A proportionate amount of alternative beverages must be provided.
- (3) Alcoholic beverages may be used only as complements to an event, not as a main focus.
- (4) Alcoholic beverages cannot be advertised as being present at any Student Activities event.
- (5) Student events at which alcoholic beverages may be consumed can be held only under circumstances in which the host organization demonstrates reasonable means of ensuring the safety of participants and adherence to State law. Each event must be approved by the Office of Student Affairs.
- (6) Kegs are not permitted in the residence halls.
- (7) Possession and consumption of beer, unfortified wine, and spiritous liquor is only permitted in a student's residence hall room, provided the student is 21 years of age or older.
- (8) Pembroke State University continues to develop and implement additional policies, procedures, and programs which will promote the responsible use of alcohol by those students 21 years of age or older who choose to drink.

- (9) For offenses involving the illegal possession, consumption or excessive use of alcohol, requiring the involvement of the Campus Police and the Office of Student Affairs, the minimum penalty shall be probation. Terms of probation shall be determined on a case-by-case basis and may include mandatory participation in a drug education and/or counseling program and such other conditions and restrictions as the Chancellor or the Chancellor's designee deems appropriate. Failure to comply with the terms of probation will result in suspension from the University.
- (10) Subsequent offenses will result in progressively more severe sanctions which may include suspension or expulsion from the University.

D. Suspension Pending Final Disposition

A student, faculty member, administrator, or other employee charged with a University Drug Policy violation may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or the Chancellor's designee concludes that the person's continued presence would constitute a clear and immediate danger to the health or welfare of other members of the University community. When a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible.

E. Penalties

Students, Faculty, and Staff are subject to all local, state, and federal laws relating to drug abuse. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502D(3) and Section 603 of the University Code, by Board of Governors policies applicable to other employees exempt from the State Personnel Act, and by regulations of the State Personnel Commission. Faculty should refer to section 3-4 of the **Faculty Handbook** (due Process Before Discharge or The Imposition of Serious Sanctions). Students should refer to the Student Government Association Constitution in the *Student Handbook*, Article IV (The University Hearing and Appeal System). SPA staff should refer to the **Personnel Manual**, section 9, page 4 (Disciplinary Action, Suspension and Dismissal).

F. Annual Report

The chancellor shall submit an annual report to the Board of Trustees on campus activities related to illegal drugs for the preceding year. A copy of the annual report shall also be provided to the President of University of North Carolina.

PARKING AND VEHICLE REGISTRATION

Each motor vehicle, including two-wheeled vehicles, driven or parked on the campus by students, faculty, or staff must be registered in the Business Office and must display a valid parking permit. These parking permits can be purchased in the Cashier's Office for an annual fee of \$18 (commuter) or \$22 (dormitory resident).

Students, faculty, and staff members are all subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules and Regulations when he or she registers a vehicle in the Business Office. These regulations are strictly enforced by the campus police officers. Fines must be paid before any records can be released from the University. Conviction of a violation of the traffic laws while operating a vehicle on campus has the same effect on your driver's license as a conviction for the same offense on the public highways. The speed limit on campus is 20 mph and is enforced.

It is a privilege and not a right for a person to keep or operate a motor vehicle on the campus of Pembroke State University. Each student, faculty, or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at Pembroke State University. The University reserves the right to withdraw motor vehicle privileges from any person at any time.

Parking facilities on campus are limited and on many occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone.

All parking fines are due to be paid within fifteen (15) days of the issuance date, unless they are appealed within those fifteen days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the citation, at which time payment must be made within fifteen days.

STUDENT ACTIVITIES AND ORGANIZATIONS

STUDENT ACTIVITIES/UNIVERSITY CENTER

Supervision of the James B. Chavis University Center is a primary responsibility of the Director of Student Activities. The University Center serves as the hub of all campus activities. Located in the center of campus, the University Center houses: three conference rooms, Student Activities offices, the Career Services Center, the Counseling and Testing Center, a Music Listening Room, two darkrooms for the school newspaper/yearbook staff, cafeteria, Bert's Restaurant, gameroom, student lounges, a meditation room, and the Campus Post Office.

STUDENT GOVERNMENT

The purpose of the Student Government Association is to represent and safeguard interests of the students. It is basically a political organization providing students with an avenue for actions in matters pertaining to student rights and welfare.

Although discipline is the legal responsibility of the administration, the principle of Student Government is fully supported by the administration and faculty. All students attending Pembroke State University automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring according to the constitution and bylaws of the organization.

STUDENT SENATE

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The Senate is empowered to schedule the time and place of its meetings, provided that there are regular meetings at least once every two weeks. Composition of the Senate is one representative for every 150 students, based upon the previous September enrollment. The President of the Senate is the Vice-President of the Student Government Association.

CAMPUS ACTIVITIES BOARD

The Campus Activities Board (CAB) is the student programming organization on campus and receives its funding through the Student Government Association. The CAB Chair is appointed by the SGA President. CAB works cooperatively with the Office of Student Activities to provide entertainment, activities and special events such as comedians, singers, bands, dances, movies, Homecoming Week Activities, Premiere Week and Spring Fling.

ATHLETICS

Pembroke State University excels in athletics in both men's and women's competition. Recognition is strived for through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II).

Seven men's sports and four women's sports give Pembroke State University constant recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, golf, soccer, track, and wrestling while women's sports include basketball, softball, volleyball, and cross country.

Conference championships have been won in many of Pembroke State University's programs and advancing to national competition has been a feat of which Pembroke State is very proud. Cross country, wrestling, and track teams often attend nationals while basketball and baseball teams have participated in national competition. Pembroke State University won the 1978 NAIA national championship in cross country.

Pembroke State has won over 50 NAIA district championship crowns through the years. Over 40 student-athletes have been honored as First-Team All-Americans. These All-Americans are recognized on the "Pembroke State University All-American Board" proudly displayed in the English E. Jones Health and Physical Education Center. Also, former athletic greats are inducted annually into the "Pembroke State University Athletic Hall of Fame."

Athletic grants-in-aid are offered in all of Pembroke State University's intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics as established by the NCAA.

INTRAMURALS

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University's students, faculty, and staff.

The Pembroke State University student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

CULTURAL PROGRAMS

There are many opportunities for cultural enrichment at Pembroke State University. The Givens Performing Arts Center presents a series of 14-20 professional touring groups each year ranging from big-name entertainers to current Broadway musicals. The University Theatre produces three main-stage plays each year plus numerous studio theatre productions in the Givens Performing Arts Center. The Music Department contributes programs of the Band, the Concert Choir, and the ever popular Jazz Ensemble, the Singers and Swingers. Also, student, faculty and community art shows are displayed in Locklear Hall, the James B. Chavis University Center, and the Givens Performing Arts Center.

CO-CURRICULAR ACTIVITIES

The Pembroke State University community believes that students should become actively involved in the co-curricular activities of their University. This involvement should be an important part of the students' campus life. The administration at Pembroke State is dedicated to providing the student body with a variety of activities that will complement the academic program.

Band is open to all students regardless of major. The band appears in festivals in addition to a regularly scheduled series of concerts. Credit is available through the Music department.

Cheerleaders are selected through competition. In addition to cheering at athletic events, the Cheerleaders are campus leaders in promoting school spirit.

Concert Choir is open to all students regardless of major. The Concert Choir is a large mixed vocal organization that specializes in performing works of a serious nature as well as light classics. The Concert Choir appears before campus groups and local groups, and represents the University on tours. Credit is available through the Music department.

The Indianhead is the University yearbook. All students are eligible to work on the staff. Credit is available through the Communicative Arts department.

Jazz Choir (The Singers) is open to all students regardless of major. The Jazz Choir is a mixed-voice ensemble which specializes in performing popular songs before campus groups and local civic organizations, and it goes on tours. Credit is available through the Music department.

Jazz Ensemble (The Swingers) is open to all students regardless of major. The Jazz Ensemble is an instrumental ensemble which specializes in performing popular music and modern jazz arrangements before campus groups and local civic organizations, and it goes on tours. Credit is available through the Music department.

Pep Band is open to all students regardless of major. It specializes in performing at University athletic contests and other special occasions. Credit is available through the Music department.

The Pine Needle is the student newspaper. All students are eligible to work on the staff. Credit is available through the Communicative Arts department.

The PSU Gospel Choir is open to all students with an interest in singing and promoting spiritual growth and inspiration.

The University Theatre is a dramatics organization which offers members the opportunity to appear in plays and to engage in play productions. All students are eligible.

WPSU-Television is staffed by Pembroke State University students. It provides a broad range of programs to over 660,000 homes. WPSU-TV's Action News 31 is the only live, student-produced television news program in the state and one of only three in the nation. Action News 31 is broadcast over WFCT-TV, Fayetteville, NC. The television facility reaches about 2.5 million persons in Charlotte, Greensboro, Raleigh, and other cities. In addition, WPSU-TV serves as a working laboratory for those students enrolled in the broadcasting program. All students are eligible to work at the facility.

CAMPUS CLUBS AND ORGANIZATIONS

Angel Flight/Silverwings serves as a service group to the campus and the community. It also serves as a link between the civilian and military sectors.

Applied Sociology Club consists of students interested in practical applications of the science of sociology such as community development and town planning, occupational guidance and vocational rehabilitation, etc. It is open to all students.

Arnold Air Society is a society within the Air Force ROTC for those who want to excel within the program. It promotes interaction between the cadets and other non-military groups as well as promoting a better understanding of the Air Force by the community.

Biology Club membership is open to all students who have a genuine interest in the natural sciences. Members become more familiar with all the phases of the biological world and learn more about scientific processes. They also gain experience in scientific literature, lab and field research, and preparation for graduate study.

Black Student Organization is open to all students. Its primary purposes are to foster the idea of Black identity, promote the true spirit of Black unity, and insure effective participation in decision-making processes that affect the organization's members.

Campus Association of Social Workers is open to any student interested in social work.

Chemistry Club is an organization to explore the broad field of chemistry and the physical sciences in order to enhance the educational interests of its club members. Any PSU student or faculty member interested in chemistry and/or the physical sciences may participate.

Circle K Club is sponsored by the Pembroke Kiwanis Club and is open to all students. Its purposes are: to emphasize the advantages of the democratic way of life; to provide the opportunity of leadership training in service; to serve on the campus in the community; to encourage participation in group activities; to promote good fellowship and high scholarship; to provide a practical means to form enduring friendships; to render altruistic service; and to build better communities.

The Criminal Justice Club is an organization of students interested in the career field of criminal justice. The club sponsors field trips, guest speakers, fund raising activities, and social outings. The guest speakers cover such topics as trends and contemporary issues in criminal justice and related career opportunities.

Health Careers Club is open to all students. Its primary purpose is to promote awareness and interest in all areas of the health professions and to promote campus and community service projects.

History Club is an organization which promotes an awareness of the history of the University, community, and country. Membership is open to all students who have a true interest in history and wish to support the club.

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Gay, Lesbian, Bisexual Student Alliance is an organization that provides and promotes an educational, social and supportive environment for gay, lesbian and bisexual students, faculty and staff. This organization is open to all PSU students, faculty, staff and alumni.

International Student Club provides for recreation and general assistance to foreign students in adjusting to American college life.

Native American Student Organization is open to all students. Its primary purpose is to create an awareness of and concern for the Native American.

Pi Delta Chi is an organization for women whose purpose is to encourage development of its members through academics, extra curricular activities, and campus and community service.

RELIGIOUS ORGANIZATIONS

Religious organizations serving the Pembroke State University campus provide opportunities for spiritual enrichment, social activities, and religious service. They seek to integrate spiritual values, intellectual pursuits, and personal development.

The Baptist Student Union (BSU) is a student-led organization that is open to students from any denominational or religious background. The BSU has a weekly fellowship meeting called "AGAPE" which meets on Tuesday nights at 6:30 p.m. in "The House," a BSU facility which is located across from the Givens Performing Arts Center. The House is owned and operated by the North Carolina Baptist State Convention and houses offices for the Baptist campus Ministries at PSU as well as the Baptist Student Center.

Fellowship of Christian Athletes (FCA) is a student organization which meets twice a month for fellowship and devotion. It is open to all interested students.

Methodist Campus Ministry is an organization that serves to aid students in their educational pursuits and undergird them with a spiritual support through developing a support group of spiritual enrichment.

DEPARTMENTAL ORGANIZATIONS

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International Affairs Organization is open to those students with an overall average of 2.2. or better and who are interested in promoting the study of international political relations, stimulating intercultural understanding and participating in intercollegiate oral competition.

Pembroke Raiders is an organization to promote the Army program and stimulate the interest of the potential ROTC students. Open to students who are interested in working with the ROTC program and cadets. You do not have to be enrolled in ROTC but must have a QPA of at least 2.0 or above.

Physical Education and Recreation Club (PERC) is open to all physical education and recreation majors and minors who are interested in the purposes and ideas of health, physical education, and recreation education.

Political Science Club is open to all students majoring in any curriculum offered by the Political Science Department.

Psychology Club is an organization open to all majors and minors in the field of Psychology. Its primary purpose is to promote awareness and interest in all areas of the Psychology professions.

University Players is a dramatics organization which offers members the opportunity to appear in plays and to engage in play productions.

PROFESSIONAL ORGANIZATIONS

American Indian Science and Engineering Society is a non-profit, professional organization whose principal mission is to improve Indian Education and to increase the number of American Indian Scientists and Engineers.

Criminal Justice Club (Lambda Alpha Epsilon) is open to all PSU students interested in promoting awareness of all areas encompassed by the criminal justice system.

Health Careers Club is open to all students. Its primary purpose is to promote awareness and interest in all areas of the health profession and to promote campus and community service projects.

National Art Education Association is open to any full or part-time undergraduate student not actually involved in the teaching of art for pay. The purpose of the chapter is to promote the values of art in the community and schools.

Phi Beta Lambda is a national organization open to all students majoring in business or business administration. Its purpose is to increase students' knowledge, while giving them the opportunity to develop business skills.

Phi Mu Alpha is a national music fraternity to encourage and promote the highest standards of creativity, performance, education, and research in music in America. Must have a 2.5 average.

Public Relations Student Society of America is an organization to encourage the understanding of current theories and procedures in the practice of public relations; to provide students of public relations with the opportunity to become acquainted not only with peers but with professionals as well, to encourage students to adhere to the highest ideals and principles of the practice of public relations.

Science Education Club is an organization whose purpose is to serve future science teachers by providing information on current issues and fostering life-long professional involvement and development.

Student North Carolina Association of Educators National Education Association is a division of the North Carolina Association of Education and is the state affiliate of the National Education Association.

HONORARY ORGANIZATIONS

Alpha Chi is a National Honor Society. Membership is comprised of the top five percent of the junior class and the top ten percent of the senior class.

Alpha Epsilon Rho is an organization to recognize outstanding scholarship and broadcasting skills of telecommunications students; to attract attention to the program.

Alpha Phi Sigma is a national criminal justice honor society formed to promote academic excellence among students majoring in the field of criminal justice.

Alpha Psi Omega the national dramatics fraternity open to those who excel in dramatics.

Association of Pembroke Peer Leaders and Educators (A.P.P.L.E. Corps.) is a partnership of student peer educators dedicated to raising the awareness of students at PSU about alcohol/drug issues. The Corps' primary purpose is to encourage responsible use of alcohol and discourage use of illegal drugs. To achieve this goal, they provide educational opportunities for students to help them understand the complexities of the issues involved.

Marshals of Pembroke State University are selected by a joint committee of faculty and students. The Marshals officiate at Graduation and many University functions. Any student with a minimum 3.0 average can apply.

Pembroke Student Ambassadors is an organization dedicated to enhancing and preserving the fellowship between the University, Students, Donors and Alumni. The Ambassadors also assist the Admissions Office in its efforts to promote educational opportunities at PSU.

Phi Alpha Theta is a history honor society to promote a historical interest in the University, community, and country. Must be a history major with at least a 3.1 GPA in history courses, have a minimum of 12 hours in history, and rank in upper 35% of class.

Psi Chi is a national honor organization to advance the science of psychology and to encourage, stimulate, and maintain the scholarship of individual members in all fields, particularly psychology.

Sigma Tau Delta is a national English organization designed to offer majors, and faculty members in communicative arts an opportunity to share ideas, to bring speakers to campus, and to enhance student-professor relationships.

Sociology and Social Work Honor Society is open to those students who have completed a minimum of 15 hours in either Sociology or Social Work and have an overall 3.0 average and are endorsed by the Sociology or Social Work area faculty.

INTER-FRATERNITY COUNCIL

The purpose of the Inter-Fraternity Council is to develop and maintain fraternity life and interfraternity relations at a high level of accomplishment. It is a service organization whose primary goal is to promote the growth and well-being of all fraternities.

The member organizations of the Pembroke State University Inter-Fraternity Council are:

ALPHA OMEGA UPSILON was chartered at Pembroke State University in 1969 and is a local fraternity.

PHI KAPPA TAU was founded in 1906 at Miami University of Ohio and colonized at Pembroke State University on October 14, 1991. Phi Kappa Tau has over 124 active chapters throughout the United States.

PI LAMBDA UPSILON was chartered in the Fall of 1990 as a local fraternity.

TAU KAPPA EPSILON was founded in 1899 at Illinois Wesleyan University. It represents the largest social fraternity in the United States with over 300 active chapters. The Omicron Delta Chapter was chartered at Pembroke State University in 1983.

NATIONAL PAN-HELLENIC COUNCIL

The purpose of the National Pan-Hellenic Council is to create and maintain high standards in the life of fraternities and sororities and perpetuate constructive fraternity and sorority relationships.

The Council provides:

- A means for preserving the cultural heritage of the historically Black Greek organizations
- A forum for addressing items of mutual interest to the NPHC organizations

- An experience of self-governance necessary to the development of the emergent leader
- An opportunity for groups to recommend legislation to national headquarters

Affiliate organizations at Pembroke State University are:

ALPHA KAPPA ALPHA SORORITY, INC.—Founded in 1908 at Howard University. The sorority's programs include support for education, health care, and arts and leadership training for youths.

DELTA SIGMA THETA SORORITY, INC.—Founded in 1913 at Howard University. The sorority's programs include development in areas of education, mental health, housing and economics.

ZETA PHI BETA SORORITY, INC.—Founded in 1920 at Howard University. The sorority's programs include concern for academic excellence by providing scholarships and concern for young mothers' pre- and post-natal care.

ALPHA PHI ALPHA FRATERNITY, INC.—Founded in 1906 at Cornell University in Ithaca, New York. Alpha's aims are manly deeds, scholarship, and love for all mankind. Alpha Phi Alpha is the first Black Greek letter organization that was established to promote brotherhood and to uphold the highest of academic standards by providing a support group for college men. Alpha Phi Alpha is a nonprofit organization.

KAPPA ALPHA PSI FRATERNITY, INC.—Founded in 1911 at Indiana University. The fraternity's programs include support for career opportunities, job placement, tutorial services and emergency loans.

OMEGA PSI PHI FRATERNITY, INC.—Founded in 1911 at Howard University. The fraternity's programs include support for NAACP financial assistance, scholarships to the United Negro College Fund, housing for senior citizens, voter registration drives and research grants.

PHI BETA SIGMA FRATERNITY, INC.—Founded in 1914 at Howard University. The fraternity's programs include support for civic groups, academic excellence, and scholarships.

PANHELLENIC COUNCIL

The Panhellenic Council is the governing body of the sororities. The sororities function as social organizations dedicated to enhancing the quality of life on campus. Each sorority supports a philanthropic project each year. The sororities are:

SIGMA SIGMA SIGMA Sorority was founded April 20, 1898 at Woodstock, Virginia. The Delta Theta Chapter of PSU was founded on April 6, 1974. Another name for Sigma Sigma Sigma is the Tri-Sigma Sorority. Each year the sisters of Tri-Sigma sponsor a Halloween Party for the children of the Lumberton and Laurinburg Hospitals, and the Odom Home. Also, they sponsor an "All School Christmas party" every year in the lobby of North Hall. The Sigmas are involved in several other campus activities and community projects throughout the year.

THETA KAPPA SORORITY was founded at PSU in 1969 and remained active until 1974. The sorority was refounded on April 24, 1989. Current community service projects for Theta Kappa include a yearly recycling drive, a canned food drive for the

needy each semester, and most recently, the Adopt-a-Highway program. Theta Kappa also sponsors the door-to-door Welcome Wagon for resident ladies at the beginning of each school year.

Theta Kappa is known for making special visits to the Cancer Home, just outside of Lumberton. It promotes sisterhood and is located on the sixth floor of North Hall.

ZETA TAU ALPHA was founded in 1898 at Longwood College in Farmville, Virginia by nine young women. The chapter at PSU was chartered on September 7, 1973. Zeta Tau Alpha is the third largest national sorority. Their philanthropy is the association for retarded citizens. Members of Zeta Tau Alpha visit the Sampson Rest Home in Pembroke, the children's ward at Southeastern General Hospital in Lumberton on Halloween, and sponsor various fundraisers throughout the school year.

The sorority is both a social and service oriented group. Its national philanthropy is the National Association of Retarded Citizens (NARC). During the year, many other service projects as well as social functions are held also. Zeta strives in intensifying friendship, fostering a spirit of love, and promoting happiness.

PEMBROKE STATE UNIVERSITY INTER-GREEK COUNCIL

The Inter-Greek Council is the governing body of all Greek-letter organizations on the campus of Pembroke State University. The IGC is a service organization with a primary goal of promoting Greek life and its well-being. Composition of the IGC is representation from all campus Greek-letter social fraternities.

WHO'S WHO AMONG STUDENTS IN AMERICAN UNIVERSITIES AND COLLEGES

Students selected for inclusion in this publication are chosen by a joint faculty-student committee and are judged on their total contributions to the University rather than their academic achievements alone.

MISS PSU AND MISS HOMECOMING

Miss Pembroke State University is selected by a panel of professional judges at a pageant held on campus during the fall semester. The Miss PSU Pageant is a preliminary to the Miss North Carolina pageant. Miss Homecoming is selected by popular vote of the student body during the spring semester.



STUDENT FINANCES for UNDERGRADUATE PROGRAMS

Expenses

Financial Aid

Scholarships

EXPENSES

TUITION AND FEES

Tuition and all fees are due and payable in full by registration day for each semester or summer term. Please make checks or money orders payable to Pembroke State University. **A returned check charge of \$20 will be levied on each return check.**

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. The fees now in effect are, however, subject to change without notice. Since Pembroke State University is maintained by the people of North Carolina for the education of residents of the state, it is available to them at less cost than to nonresidents. The residency status of each student is determined at the time of original admission. (See page 106 for further information on residency status).

Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees owed have been paid.

Fees are subject to change without notice.

SCHEDULE OF UNDERGRADUATE EXPENSES PER SEMESTER
REGULAR SESSION

(Includes Tuition and General Fees)

| Semester Hrs. | In-State | Out-of-State |
|---------------|----------|--------------|
| 1 | \$ 74.00 | \$ 701.00 |
| 2 | 74.00 | 701.00 |
| 3 | 74.00 | 701.00 |
| 4 | 92.00 | 719.00 |
| 5 | 92.00 | 719.00 |
| 6 | 166.00 | 1,420.00 |
| 7 | 327.00 | 1,581.00 |
| 8 | 327.00 | 1,581.00 |
| 9 | 400.00 | 2,282.00 |
| 10 | 400.00 | 2,282.00 |
| 11 | 400.00 | 2,282.00 |
| 12 or More | 474.00 | 2,983.00 |

ROOM AND BOARD

If a student lives on campus, add \$605 for room per semester. (Note: Women assigned to North Hall will pay an additional \$60 per semester because of air conditioning.)

NOTE: Meal plan information will be provided at a later date. A new contract is being bid. A meal plan is mandatory for dormitory students, and changes will not be made after the first week of each semester.

Personal checks **should not be written** in excess of the cost of tuition and fees.

DETAILED EXPLANATION OF CHARGES
TUITION AND ACADEMIC FEES
 (Per Semester)

Tuition and Academic Fees

| | |
|---|------------|
| North Carolina Residents | \$295.00 |
| Out-of-State Residents | \$2,804.00 |
| Students taking 12 semester hours or more must pay this amount. | |

GENERAL FEES
 (Per Semester)

| | |
|-----------------------|------|
| Health Services | \$50 |
|-----------------------|------|

This fee is used to operate the University Infirmary. All regular students taking 7 semester hours or more are required to pay this fee.

| | |
|---------------------------|-------|
| Other Required Fees | \$129 |
|---------------------------|-------|

This fee is used to support various University programs, such as Athletics, Band & Chorus, Dramatics, and Student Center. A portion of these funds is allocated to the Student Government Association to support Student Government activities including Yearbook, Newspaper, and the Performing Arts Series. All students taking 7 hours or more are required to pay this fee. Students taking 4 to 6 hours will pay a prorated amount.

MISCELLANEOUS FEES

| | |
|-----------------------|------|
| Application Fee | \$25 |
|-----------------------|------|

This fee, paid at the time of initial application, is non-refundable and cannot be applied to meet any other charges.

| | |
|--------------------------------------|------|
| Graduation Fee (Undergraduate) | \$25 |
|--------------------------------------|------|

| | |
|------------------|------|
| (Graduate) | \$35 |
|------------------|------|

This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee.

| | |
|-----------------------------|------|
| Late Registration Fee | \$10 |
|-----------------------------|------|

Students who register for classes after the scheduled registration date has passed must pay this fee.

| | |
|----------------------------|-----|
| Change of Course Fee | \$2 |
|----------------------------|-----|

Student who voluntarily drop or add courses after the first day of classes in any semester must pay \$2 for each course involved.

| | |
|--|------|
| Dormitory Deposit Fee (refundable) | \$75 |
|--|------|

| | |
|-------------------|------|
| Deposit Key | \$10 |
|-------------------|------|

Dormitory Students' key deposit is included in their Dormitory Deposit Fee.

burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residency information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parent's Domicile. If an individual, irrespective of age, has living parent(s) or a court-appointed guardian of the person, the domicile of such parent(s) or guardian is, *prima facie*, the domicile of the individual; but is *prima facie* evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed *prima facie* evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage. Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one's spouse are, however, relevant information in determining residency intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel. A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residency intent. In addition, North Carolina affords tuition rate benefits to certain military personnel and their dependents even though qualifying for the in-state tuition rate by reason for twelve months legal residence in North Carolina. Members of the armed services, while stationed in and currently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered for this, the student must submit a military residency application.

Grace Period. If a person (1) has been bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state rate for a grace period of twelve months

measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors. Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 month's duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile. If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status. A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students. When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

FINANCIAL AID

Pembroke State University makes every effort within the limitations of its available financial aid resources and University and Federal regulations to provide assistance to students who, without aid, would be unable to begin or continue their college education. Financial assistance is available in the form of scholarships, grants, loans, and part-time employment.

Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is considered individually on the basis of the family financial situation. The financial need of a student is determined by the resources available to the student and the University expenses. Since a student's financial aid award reflects the student's financial situation, it is confidential information and should not be made public by the University, the recipient, or anyone else.

All applicants for financial aid are required to complete the entire Free Application for Federal Student Aid (FAFSA). These forms may be obtained from high school counselors after January 1. The FAFSA should be completed and mailed no later than March 15 to meet our priority date of April 15.

To be eligible to receive financial assistance, a person must be a U.S. Citizen or an eligible Non-citizen. A freshman or transfer student must meet all requirements for admission as a regular student (no restrictions or conditions to admission) to Pembroke State University. Returning students must be in good scholastic standing as defined in the FINANCIAL AID BROCHURE and the STUDENT HANDBOOK.

SCHOLARSHIPS

GENERAL SCHOLARSHIPS

*Indicates Endowed Scholarship

Academic Scholarship

The alumni and friends of Pembroke State University have provided funds to aid students who demonstrate above average academic ability and who are in financial need. The awarding of these scholarships is the responsibility of the Financial Aid Officer, with the approval of the Faculty Scholarship and Student Assistance Committee.

Alumni Endowed Scholarships*

The PSU Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen. Students are selected by the Admissions Office and must be sons or daughters of a PSU Alumni.

The Pattie L. Brayboy Endowed Memorial Scholarship*

This scholarship was established in memory of Pattie L. Brayboy, a graduate of Pembroke State University, class of 1967. Mrs. Brayboy was an outstanding educator and guidance counselor. She was respected by her students and peers and was dedicated to the intellectual development of her students for 21 years. The scholarship is to be awarded annually to a graduating senior from Purnell Swett High School who will be entering Pembroke State University. The student must have an overall B average in his/her senior year plus a strong recommendation from the guidance counselor and principal. The student must qualify for financial aid.

Morris L. Britt Kiwanis Scholarship

This scholarship is provided annually by the Kiwanis of Robeson Civic Club in memory of a long time Kiwanis member and Pembroke State University alumnus, Morris Lee Britt. The scholarship provides full tuition for the first year's study at Pembroke State to a graduate of Lumberton Senior High School who meets the qualifications of (1) proven scholarship, (2) extracurricular involvement, and (3) need. Priority is given to a student who also meets qualification standards for the Chancellor's Scholars Program.

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial in honor of Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of quality education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded annually to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awards are renewable and vary in amount according to income from the endowment. Selections will be made by two members of the Peter Brooks family with recommendations from a faculty committee.

Converse, Incorporated Endowed Scholarship*

Endowed by Converse, Incorporated, Lumberton, North Carolina, this scholarship is awarded annually to Robeson County residents who consistently maintain an average of "B" or above. Open to all races and academic majors, the scholarship may

be renewed as long as recipients make satisfactory progress toward completion of their degrees. It is understood that preference will be given to qualified students who are sons or daughters of Converse employees and that financial need will not necessarily be a factor in the selection process. A PSU committee comprised of administrative and faculty members will review applications annually and make decisions regarding renewal.

Charles Gregory "C.G." Cummings, Jr. Endowed Memorial Scholarship*

This scholarship was established in 1993 in memory of Charles Gregory "C.G." Cummings, Jr. by his family, Purnell Swett High students, faculty, and friends in his honor. "C.G." was 16 years old and a junior at Purnell Swett High School. He was respected and loved by students and faculty. The scholarship is open to any academic major, and awarded annually to a deserving student who demonstrates qualities of leadership, humanitarianism, and who has met academic requirements. The recipient will be determined by Purnell Swett High guidance office, the principal, a member of the Charles Gregory Cummings family and a faculty/administrative committee at Pembroke State University. The scholarship is also in memory of "C.G.'s" friend Ray Ransom.

Dr. A. P. and Frances Dickson Scholarships

A Dickson Scholarship is awarded annually to a full-time undergraduate student who currently resides in Hoke County, N.C. Recipients are chosen by the financial aid office on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Eagle Distributing Company Scholarship

Funded by Eagle Distributing Company, Lumberton, North Carolina, this scholarship is awarded annually to a male or female student who resides in Robeson County. The recipient must be in need of financial assistance and a conscientious, hardworking individual who fosters a spirit of community and civic responsibility. Open to any major, the scholarship may be renewed as long as the recipient makes satisfactory progress toward the completion of his/her degree.

James Boyer Ebert Scholarship: See next section Department of Biology.

Incentive Scholarship Program

The purpose of the Incentive Scholarship Program is to attract and maintain well-prepared students by awarding scholarships which may be as much as \$3,000.00 per recipient per academic year in accordance with the guidance governing the program from General Administration. Scholarships are available for entering high school freshmen and students transferring with an associate degree and/or certificate from a community college, both in North Carolina.

Margaret S. Jones Endowed Scholarship*

This fund was established by friends of Pembroke State University in honor of Mrs. Margaret S. Jones, wife of former Chancellor Dr. English E. Jones, to aid students in obtaining their educational goals.

Sarah and Louis C. LaMotte, Sr. Scholarship

This scholarship was established in memory of Sarah Hunter LaMotte and Louis C. LaMotte, Sr., who lived in Maxton for over 40 years and who loved the people of Maxton. Dr. LaMotte was a Presbyterian minister and President of Presbyterian Junior College from 1939-1961, and Sarah LaMotte was an English teacher. They

were especially pleased to have been of help to promising students who needed financial assistance to attend PJC. We therefore feel it particularly appropriate to provide this scholarship to assist a Maxton student who shows academic promise and who is in need of financial assistance to attend Pembroke State University.

James Lee Love Scholarship

A Love Scholarship is awarded annually to a full-time North Carolina resident undergraduate student. Recipients are chosen by the financial aid office on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Reba M. Lowry Endowed Scholarship*

Established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served Pembroke State University for many years as Dean of Women and Chairman of the Department of Foreign Languages. Monies are awarded annually to a student based on scholarship and need.

Earl Hughes Oxendine Endowed Memorial Scholarship*

The Earl Hughes Oxendine Endowed Memorial Scholarship was established in 1991 by family and friends to honor this long-time educator who graduated from Pembroke State University in 1957. Awards will be made to deserving students from the region who demonstrate qualities of leadership, service, integrity and who receive the recommendation of their high school advisor or principal. Awards will normally be renewed to the recipient as long as he/she remains in good standing at the University. However, decisions for renewal will be made annually. Recipients will be determined by the financial aid officer in consultation with two representatives of the Earl Hughes Oxendine family.

The Julian T. Pierce Endowed Memorial Scholarship*

Established by the trustees of the Julian T. Pierce Memorial Fund, for the purpose of creating a living memorial in honor of Julian T. Pierce. Mr. Pierce, a Lumbee Indian man was a humanitarian with great courage and foresight, who demonstrated his concern for the poor and the underprivileged in Robeson County, North Carolina.

This scholarship is to be awarded annually to a resident(s) of Robeson County, who is in financial need, and has demonstrated scholastic and leadership abilities. The scholarship provides the student(s) with annual full tuition. It will normally be renewed each academic year providing the recipient(s) is/are in good academic standing at the University.

William A. Roach Lumberton Rotary Club Scholarship

This is awarded annually to a resident of Robeson County who is in financial need, has demonstrated scholastic and leadership abilities, and is deserving. A status evaluation of his or her educational training will be provided by PSU. The scholarship is in memory of William A. Roach, a charter member of the Lumberton Rotary Club.

The Sampson Endowed Scholarship*

Established by family and friends of Oscar R. and Susie J. Sampson, this award is to be presented annually to a Native American student who has met all admission requirements to enroll, or is currently enrolled at Pembroke State University. The recipient must possess those qualities of integrity, leadership, scholarship, and service that Mr. Oscar R. Sampson held so dear. The recipient must be in need of financial assistance. The award will cover tuition and fees for the academic year. The recipient will be determined by the Financial Aid Officer, a Native American representative of the PSU administration or faculty, and two representatives of the Oscar R. Sampson family.

Sandhills Area Alumni Chapter Scholarship

To be eligible for this scholarship the student must be enrolled at Pembroke State University and a resident of one of the following counties: Moore, Hoke, Scotland, or Richmond. Scholarship awards are based on financial need. This scholarship was established by the Pembroke State University Sandhills Area Alumni Chapter.

The R.E. Smith, Jr., and Cora T.Y. Smith Scholarship

This scholarship has been designated for an academically talented Native American student demonstrating financial need.

Southern Bell Scholarship

The Southern Bell Scholarship is awarded annually to students who demonstrate and maintain high academic standards. At the discretion of the Financial Aid Office, students will be selected who also have documented a need for financial assistance.

The Student Government Association Awards

The Student Government Association of the University provides some funds, earned through the rental of refrigerators to dormitory residents, for academic and athletic scholarships. The awarding of these scholarships is the responsibility of the Financial Aid Officer with the approval of the Faculty Scholarship and Student Assistance Committee.

C.M. and M.D. Suther Scholarship

A C.M. and M.D. Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Recipients are chosen by the Financial Aid Office. Awards are non-renewable and vary in amount according to income available from the trust.

The Earl A. and Ophelia Thomas Endowed Scholarship*

This scholarship is awarded annually to two academically talented Native Americans, one male and one female, who demonstrate a need for financial assistance.

West-Point Pepperell Alamac Knitting Division Scholarship

These scholarships are awarded to students who demonstrate above average academic ability and who are in need of financial aid to be able to continue their undergraduate education.

SCHOLARSHIPS: DEPARTMENTS AND SPECIAL PROGRAMS

*Indicates Endowed Scholarship

CHANCELLOR'S SCHOLARS PROGRAM**The Marion F. Bass Endowed Scholarship***

This scholarship was established by Mr. Marion F. Bass, an alumnus of Pembroke State University and President of Marion Bass Securities Corporation of Charlotte, North Carolina and New York. This scholarship is to be awarded annually to an academically gifted student accepted into the Chancellor's Scholars Program. The award will normally be renewed to the recipient as long as he/she is in good standing at the University. However, the decision regarding renewal will be made annually.

Morris L. Britt Kiwanis Scholarship see GENERAL SCHOLARSHIPS.

Carolina Power & Light Company Endowed Scholarship*

Established by Carolina Power & Light Company in 1991, this scholarship is awarded annually to an academically gifted, yet economically disadvantaged student in the Chancellor's Scholars Program. The scholarship may be renewed as long as the recipient maintains a 3.0 average and meets the requirements of the program.

Chancellor's Endowed Scholarship*

This scholarship is awarded annually to a Chancellor's Scholar, and it will normally be renewed to the recipient as long as he/she is in good standing at the University. However, the decision regarding renewal will be made annually.

Chancellor's Scholars Program Scholarship

Students qualifying for CSP scholarships receive full tuition and fees at the in-state rate for all four years of study. Chancellor's Scholars are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor.

Harry Hutchison Gibson Endowed Scholarship*

This scholarship is to be awarded annually to a Chancellor's Scholar, and it will normally be renewed to the recipient as long as he/she is in good standing at the University. However, the decision regarding renewal will be made annually. The recipient of the Scholarship is to be recommended by the Director of the Chancellor's Scholars Program and approved by the Chancellor.

The Gibson-MacLean Endowed Scholarship*

This Chancellor's Scholars Scholarship was established by Dr. Hector MacLean and Dr. M. Carr Gibson of Lumberton, N.C. The scholarship is to be awarded annually to an academically gifted student accepted into the Chancellor's Scholars Program. The award will normally be renewed to the recipient as long as the student remains in good academic standing at the University. The decision regarding renewal will be made annually.

The Paul R. and Lee Givens Endowed Scholarship*

Established by Paul and Lee Givens in 1990, this scholarship is awarded annually to an academically gifted student in the Chancellor's Scholars Program. The scholarship may be renewed as long as the recipient maintains a 3.0 average and meets

the requirements of the program. Decisions regarding renewal will be made annually by the Chancellor's Scholars Committee.

Dr. Paul R. Givens holds the position of Chancellor Emeritus, having served as Chancellor from 1979-1989 at Pembroke State University.

Kayser-Roth Foundation Scholarship

This scholarship is to be awarded annually to a Chancellor's Scholar, and it will be renewed to the recipient as long as he/she is in good standing at the University.

Sara Lee Hosiery Scholarship

Funded by Sara Lee Hosiery, Lumberton, N.C., this scholarship is awarded annually to Chancellor's Scholars who reside in Robeson County. A recommendation by the Chancellor's Scholars Committee is required, and at the discretion of the Committee, the scholarship may be renewed as long as the recipients meet the requirements of the program.

DEPARTMENT OF AMERICAN INDIAN STUDIES

Pembroke Chamber of Commerce Endowed Scholarship*

This scholarship was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in American Indian Studies.

Adolph L. Dial Endowed Scholarship*

This scholarship is awarded annually to a Pembroke State University student majoring in American Indian Studies. The recipient of the scholarship is named by the Chairman of the Department of American Indian Studies.

Jane C. Oxendine Endowed Scholarship*

Lucy Jane, as she was known in school, is a 1944 graduate of Pembroke State College. This scholarship was established in January 1990 by PSU Alumni (Pembroke Area Chapter) friends and relatives, who have witnessed the sincere dedication of Mrs. Oxendine for the Native American culture and heritage. Awarded annually to a Native American student who shows interest in his/her culture through the American Indian Studies Department as a major (or minor) and is actively involved in the Native American Student Organization on campus.

DEPARTMENT OF ART

Gene Locklear Endowed Scholarship in Art*

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and need.

DEPARTMENT OF BIOLOGY

James Boyer Ebert Scholarship

Funded by anonymous donors to honor Professor James B. Ebert, this scholarship is awarded annually to a pre-med or para-med student who is committed to a career as a medical/science professional. Consideration will also be given to deserving, highly qualified non-science majors whose attitudes exhibit inclinations for hard work, achievement, and humanitarian purposes.

DEPARTMENT OF BUSINESS ADMINISTRATION AND ECONOMICS

The Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration*

Established by The Doctors Conley, December 1992, this scholarship is awarded annually to a Robeson County resident majoring in Business Administration. Although no restrictions apply regarding race, gender, or class (freshman-senior), the recipient must maintain a "B" or better QPA to receive and maintain the award. Decisions on awards and renewals will be made by a departmental faculty committee and The Doctors Conley. Financial need is a consideration, but not a criterion in determining the award.

Dr. Naomi Lee Conley, a graduate of Pembroke State University, served during the 1960s as Dean of Women, an assistant professor in the Department of Business, and an associate professor in the Department of Education at the University.

DEPARTMENT OF COMMUNICATIVE ARTS

The James A. Comstock Memorial Scholarship

This scholarship is awarded annually to students majoring in the field of Broadcasting, with concentration in Broadcast Engineering and Operations. Students are assigned responsibility in telecommunications with WPSU and are prepared for positions as video engineers and operations specialists.

The Grace Loving Gibson Endowed Scholarship*

Established by students and friends of Grace E. L. Gibson, who taught composition, literature, journalism, and creative writing (1966-1986) in the Communicative Arts Department of Pembroke State University, the scholarship is awarded annually to a talented student writer majoring in communicative arts who has demonstrated creativity and ability in communication. The recipient will be chosen by a faculty committee from the Communicative Arts Department.

The John Green Memorial Endowed Scholarship*

Established in 1984 and endowed by generous contributions from *The Robesonian*, faculty members, and friends of the late John Green ('84), this scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing. The recipient will be chosen by a faculty committee from the History and Communicative Arts departments.

Sue Betty Locklear Endowed Memorial Scholarship*

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional female student who is in need of financial assistance, and who has declared a major in either the Department of Communicative Arts or the Department of History. A faculty committee from these departments will choose the recipient and determine renewal eligibility.

DEPARTMENT OF EDUCATION**John J. Brooks Memorial Endowed Teacher Scholarship***

Established by the Brooks family in memory of John J. Brooks who was an alumnus of the institution and a teacher in the Native American schools of Robeson County for many years. He was concerned that his people have an opportunity to further their education. The scholarships are first awarded to incoming Native American freshmen majoring in education and selected by the Scholarship Committee on the basis of academic promise, motivation, humanitarianism and financial need. The recipients must make satisfactory progress toward teacher certification and obligate themselves to teach a specified number of years in the Public Schools of Robeson County.

The Dial-Chavis SNCAE Endowed Scholarship*

This scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of Pembroke State University Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis, who served both NCAE and NEA in leadership roles at the local, state, and national levels. The award is presented annually on Awards Day to a junior or senior education (or related academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-PSU Chapter and make written application to the advisor(s) of the chapter, or to the chair of the Education Department. They, or their designated committee, will choose a recipient based on academic achievement and financial need. Renewals may be made at the discretion of the committee.

Anderson N. Locklear Endowed Memorial Scholarship*

Established by the descendants of Anderson N. Locklear in 1990 to honor the memory of this pioneer educator (1870-1934), who served for forty-two years as a teacher and principal in the Native American schools of Robeson County. Mr. Locklear was a member of the first class of the old Normal School (later to become Pembroke State University), where he served as a trustee for many years. Locklear Hall, which houses the Department of Art on the Pembroke State University campus, is named in his honor. Awarded annually to a Native American student majoring in teacher education, the scholarship may be renewed as long as the recipient is in good standing. Selection will be made by a committee composed of departmental faculty and a member of the Locklear family.

Pearlie Locklear Endowed Memorial Scholarship*

Awarded annually to a Native American student majoring in Early Childhood Education, this scholarship is made possible by gifts from the Pearlie Locklear Family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.

Purnell Swett Endowed Teachers' Fellowship Award*

Established by the Robeson County Indian Education Parent Committee, in honor of Purnell Swett, Robeson County School Superintendent, 1977-1989. An annual cash award will be given to each of two outstanding American Indian students completing teacher education certification requirements and selected by the Teacher Fellowship

Award Committee. The recipients make a two-year commitment to teach in the Public Schools of Robeson County.

Very Special People Supporters Special Education Scholarship

This full-semester tuition scholarship is awarded annually to a promising special education major who is a North Carolina resident, a full-time student, and will be completing degree requirements during the upcoming academic year. This scholarship will be awarded during their Student Teaching semester. This fund was established by parents of special-needs children to encourage caring and competent students to work with people with handicaps.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Cecil A. and Frances Butler Endowed Scholarship in Physical Education*

Established in 1989 by the Cecil A. Butler Family, this academic scholarship is awarded annually to the student major (sophomore rank or above) who has the highest QPA in the Department of Health and Physical Education. The scholarship is renewable as long as he/she holds the highest QPA.

The Willie R. Harris, Sr. Endowed Golf Scholarship*

This scholarship has been established in memory of Willie R. Harris, Sr., a good friend of Pembroke State University, ardent golfer, and former manager of Riverside Golf Course, Pembroke, N.C. The contributing founders of the scholarship were friends and relatives of Mr. Harris. This endowed scholarship is to be awarded annually to a qualified member of the University Golf Team. The recipient of the Willie R. Harris, Sr. Golf Scholarship will be determined by the golf coach at Pembroke State University and must be fully admitted to the University by the Admissions Office. The decision to renew the scholarship will be made each year based on the student's performance and academic standing.

Kenneth P. Johnson Endowed Scholarship*

This scholarship is awarded annually to a Pembroke State University Student majoring in Health, Physical Education, and Recreation. The recipient is chosen by the faculty of the Health, Physical Education, and Recreation Department.

Willie D. Mayes, Jr. Memorial Endowed Wrestling Scholarship*

This scholarship is endowed by the fellow students, teammates, relatives, and fraternity brothers of the late Willie Mayes. The scholarship is awarded based on need to a rising sophomore, junior, or senior wrestler who most exemplifies Willie's leadership and determination. The recipient is selected by a committee headed by the wrestling coach.

The Pembroke State University Soccer Alumni Scholarship Endowment Fund*

Established in 1991 by PSU soccer alumni and friends in honor of all of the players, coaches, parents, and friends who have contributed to the development of the PSU soccer program, the fund will be used to support the athletic scholarship needs of the Pembroke State University soccer program. Scholarship recipients will be bound by the stipulations listed in the Pembroke State University Athletic Scholarship

Agreement. PSU Soccer Scholarships are awarded on the recommendation of the PSU soccer coach.

John W. (Ned) Sampson Endowed Men's Basketball Scholarship*

This scholarship is awarded annually to a basketball player, with priority given to a Robeson County basketball player if one qualifies. The recipient will be named by the coach of the men's basketball team.

DEPARTMENT OF HISTORY

William R. Bullard Scholarship

Awarded each year to a History major, this scholarship is made possible by a gift from William R. Bullard, Professor Emeritus of History. The recipient is chosen by the faculty of the History Department.

The John Green Memorial Endowed Scholarship*

Established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84), this scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing. The recipient will be chosen by a faculty committee from the History and Communicative Arts departments.

Lela Butler Haynes Scholarship

Awarded each year to a History major, this scholarship is made possible by a gift from Loren L. Butler, II, Assistant Professor of History, in memory of his mother. The recipient is chosen by the faculty of the History Department.

Sue Betty Locklear Endowed Memorial Scholarship*

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional female student who is in need of financial assistance and who has declared a major in either the Department of Communicative Arts or the Department of History. A faculty committee from these departments will choose the recipient and determine renewal eligibility.

Clifton Oxendine Memorial Endowed Scholarship*

This scholarship was established to honor the late Clifton Oxendine, who served Pembroke State University from 1939 to 1970, first as Dean of the College and then as Professor of American History. This scholarship is awarded annually to an American Indian student majoring in American History. The recipient will be selected by the faculty of the History Department on the basis of academic achievement.

Max M. Weinstein Memorial Scholarship

This scholarship is awarded annually to a history major selected by the faculty of the History Department. The recipient is selected on the basis of scholarship and need.

DEPARTMENT OF MUSIC

A. J. Fletcher Music Scholarship

This award is given annually to qualified freshmen and/or music students in their second or third year of study. The selection is made by the chairman of the Music Department and members of the Music Faculty Scholarship Committee.

Doris B. Johnson Endowed Scholarship*

This scholarship is awarded annually to a music major who is active in the Music Educators National Conference. The recipient is chosen by the Music Department Scholarship Committee.

Ira Pate Lowry Music Scholarship

This scholarship is awarded annually to a music major selected by the Music Department Scholarship Committee and presented by the committee chairman. The recipient is selected on the basis of musical talent, scholarship, and need.

Singer-Swinger Scholarship

A fund was established by the Singers and Swingers to provide financial assistance to students who are enrolled in one or more of the music performing groups on the Pembroke State University campus. These scholarships are awarded by the Music Department Committee on the basis of financial need, talent, and the needs of the University. The Music Scholarship Committee is made up of four faculty and three student members.

DEPARTMENT OF NURSING

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial in honor of Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded annually to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awards are renewable and vary in amount according to income from the endowment. Selections will be made by two members of the Peter Brooks family with recommendations from a faculty committee.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Marshall W. Locklear Endowed Memorial Scholarship*

The Marshall W. Locklear Endowed Memorial Scholarship, established in 1990 by family and friends, is awarded annually to a Native American student who is working toward a degree in Religion. The recipient should be a candidate for the Ministry, or plan to go into some phase of full-time religious service. Selection will be made without regard for financial need by a faculty committee from the Department of Philosophy and Religion. The scholarship is renewable as long as the student makes satisfactory progress toward completion of the degree.

Ruth Martin Endowed Memorial Scholarship*

Established in 1990 and endowed by family, friends, alumni, colleagues, and church groups in memory of Miss I. Ruth Martin, Associate Professor of Religion (1953-1985), for her many years of service to the University and the community, the award is given annually to a student at Pembroke State who is a Religion major preparing for full-time religious service. The recipient is chosen by the faculty of the Department of Philosophy and Religion in consultation with the Financial Aid Officer. The age, sex, or race of the applicant is in no way a deterrent in the selection process.

DEPARTMENT OF PHYSICAL SCIENCE**The Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry***

Established by The Doctors Conley, December 1992, this scholarship is awarded annually to a Robeson County resident majoring in Chemistry. Although no restrictions apply regarding race, gender, or class standing, the recipient must maintain a "B" or better QPA to receive and maintain the award. Decisions on awards and renewals will be made by a departmental faculty committee and The Doctors Conley. Financial need is a consideration, but not a criterion in determining the award.

Dr. Cecil Conley served as division chairman of the Department of Math and Science at Pembroke State University from 1963-1967.

James Boyer Ebert Scholarship

Funded by anonymous donors to honor Professor James B. Ebert, this scholarship is awarded annually to a pre-med or para-med student committed to a career as a medical/science professional. Consideration also will be given to deserving, highly qualified non-science majors whose attitudes exhibit inclinations for hard work, achievement, and humanitarian purposes.

Linda D. Oxendine Memorial Endowed Scholarship*

Established in 1989 and endowed by contributions from family members and friends of the late Linda D. Oxendine, a longtime Pembroke State University employee with the Physical Science Department, this scholarship is awarded annually to an outstanding student majoring in Physical Science.

DEPARTMENT OF POLITICAL SCIENCE**Elizabeth L. Baldwin Endowed Memorial Scholarship***

This scholarship was established in 1991 by family and friends in memory of Elizabeth L. Baldwin. A 1986 Pembroke State University graduate with a B.A. in Political Science, Ms. Baldwin was an involved, active, and caring student. Awarded annually, the scholarship will be given to in-state female students in their junior year who hold a 3.0 or better average in the Political Science major. Applicants will also have demonstrated a strong work ethic, personal achievement, and a need for financial assistance.

Walter L. Weisberg Memorial Endowed Scholarship In Political Science*

This scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at Pembroke State University, 1975-1981. Recipients of the scholarship are selected by the faculty of the Political Science Department on the basis of academic achievement.

DEPARTMENT OF PSYCHOLOGY

Jetter Bernard Locklear Memorial Endowed Scholarship*

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, this scholarship is awarded annually to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work, and will be nominated by a Faculty Scholarship Committee representing these fields of study.

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

Maurice Bodenstein-Holocaust Memorial Endowed Scholarship In Social Work*

This scholarship is given annually to a social work major for the purchase of textbooks. The faculty in social work will recommend a junior student, based on merit; the department chairman will confirm the award. This award honors the memory of Maurice Bodenstein, who survived the European death camps in World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect.

Margaret Kennerdell George Endowed Memorial Scholarship*

This scholarship was funded by A. Fred George in loving memory of his mother, Margaret Kennerdell George, who as a social worker gave unselfishly of her time and compassion to enhance the lives of and provide opportunities for less fortunate children in Akron, Ohio. Mrs. George was a true professional, respected by her peers and dearly loved by those whose lives she touched. This scholarship is awarded annually to a female student majoring in Social Work. No restrictions apply regarding race or geographical domain; however, the recipient must qualify for financial assistance and maintain a 3.0 or higher QPA. The scholarship is renewable as long as the recipient makes satisfactory progress in the program. It is awarded by a Social Work faculty committee in consultation with the Director of Financial Aid.

North Carolina Sheriff's Association Undergraduate Criminal Justice Scholarship

A Criminal Justice Scholarship will be awarded annually to a North Carolina resident undergraduate who is majoring in criminal justice. Recipients are chosen by the financial aid office on the basis of academic standing and financial need. First preference is given to a son or daughter of any law enforcement officer killed in the line of duty. Second preference is given to a son or daughter of any sheriff or deputy sheriff who is deceased, retired (regular or disability) or is currently active in North Carolina law enforcement. Third preference is given to any criminal justice student meeting the academic and financial need criteria. Awards are nonrenewable and stipend may vary annually.

The David Osterneck Memorial Scholarship in Medical Sociology

This scholarship is awarded to undergraduate students preparing for careers in public health, medical social work, social epidemiology, and allied medical professions.

The Mary Bradley Snead Scholarship in Social Work

This is an annual Social Work Scholarship offered by Southeastern Family Violence Center. The Scholarship is awarded to an rising senior who has demonstrated sensitivity to women's issues and who will complete the senior internship at Southeastern Family Violence Center. Ethnic minorities are given priority. The recipient is screened by the Social Work Faculty and is selected by the Director of Southeastern Family Violence Center.

ARMY ROTC PROGRAM**Faye Nye Lewis Endowed Scholarship***

This scholarship is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It will be based on overall achievement as judged appropriate by the ROTC Commander and a faculty committee. The selection must be approved by the Vice Chancellor for Academic Affairs.

GRANTS**North Carolina Grants**

Funds for grants allocated by the North Carolina Legislature are made available on an annual basis to residents of North Carolina in attendance at Pembroke State. These grants vary in amount according to students' needs.

Federal Pell Grants

This program is for students who have financial need. The U.S. Government fixes the amount of financial assistance a student may receive under the Pell Grant on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education. Applications are available in the University's financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid. A Student Aid Report will be sent to the student's home address. The student should submit all copies of the Student Aid Report to the Financial Aid Office whether or not he/she is eligible for a grant.

Federal Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated need and who would be unable to enter or remain in college without such assistance. Recipients must show academic or creative promise. The grant may be renewed for each year of under-graduate study for a period of up to four years if the student continues to qualify for assistance. Students must reapply each year.

North Carolina Student Incentive Grant Program

This program is administered by College Foundation, Inc. Funds are provided to the Foundation by the North Carolina State Education Assistance Authority under the 1965 Higher Education Act, as amended, from state and federal appropriations. To qualify for a North Carolina Student Incentive Grant (NCSIG), a student must be a legal resident of North Carolina, be accepted for enrollment as a regular student or be enrolled full-time in good standing in an undergraduate program, and must

demonstrate a “substantial financial need.” Grants are based on an individual student’s demonstrated need in relation to resources and the cost of education, but may not exceed \$1,500 per academic year.

To apply for NCSIG, the student’s parents and/or the student and spouse must complete the Free Application for Federal Student Aid, and mail it to the processor no later than March 1. All North Carolina residents are encouraged to apply for this grant.

All students applying for the NC Student Incentive Grant must also apply for the Pell Grant.

Vocational Rehabilitation Scholarships

Students who have physical disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, N.C.

Minority Presence Grant Program

Under the Board of Governors general Minority Presence Grant Program, Black students may be eligible for special financial assistance if they are residents of North Carolina, enrolled for three or more hours of degree credit course work, and demonstrate financial need.

American Indian Student Legislative Grant Program

Established by the NC General Assembly, this program provides assistance for resident North Carolina Indians who demonstrate financial need according to federal guidelines. Recipients must be enrolled at least half time in a regular degree-seeking program and maintaining satisfactory academic progress.

LOAN FUNDS

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of \$40 per month or \$120 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan program is funded by the federal government.

N.C. State Scholarship Loan Fund for Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as \$2000 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Memorial Emergency Loan Fund

This is a revolving loan fund. This fund was established through the efforts of Mr. Lacy Maynor, a former Judge of Records Court.

Herbert G. Oxendine Memorial Emergency Loan Fund

This fund was established by friends of the late Dr. Herbert G. Oxendine who for many years taught at Pembroke State University. Because of Dr. Oxendine's great interest in education and in Pembroke State University, it was the desire of his many friends to establish a fund in his name to aid students in furthering their education.

James Fulton Lowry Memorial Emergency Loan Fund

The Fund was established in memory of one of Pembroke's business leaders. Mr. Lowry, for many years, was President of the Pembroke State University Alumni Association. It was his desire that every student who wanted to further his education be given the opportunity to do so.

Steve Brooks Memorial Emergency Loan Fund

Mrs. Lela H. Brooks established this fund as a memorial to her dearly beloved son Steve. He was killed in a tragic automobile accident in 1962 while a Senior at Pembroke State College. Mrs. Brooks was concerned that the children of other mothers be able to stay in school and graduate in spite of financial problems.

L. W. Jacobs Memorial Emergency Loan Fund

The Mt. Airy and Harpers Ferry Baptist Church established this fund in honor of Rev. L. W. Jacobs who served this community for over half a century as a pastor and who served as Chairman of the Board of Trustees of Pembroke State University for over thirty years. Rev. Jacobs was keenly aware of the financial problems many students face as they endeavor to continue their education and he believed that all qualified people should be afforded an educational opportunity.

Federal Stafford Loan Program (Formerly Guaranteed Student Loans)

The Stafford Loan Program in North Carolina is administered by College Foundation, Inc., Raleigh, N.C. To obtain an insured loan, a student must complete the Free Application for Federal Student Aid to establish eligibility on the basis of financial need. Repayment of these loans begins six months after a student ceases to be enrolled at least half-time. The interest begins at the time of repayment and is calculated at eight (8) percent until the end of the fourth year of the repayment period and then ten (10) percent beginning with the fifth year of repayment for new borrowers who have no outstanding balance on Stafford Loans.

Students interested in obtaining a loan under this program may obtain information from College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605.

Out-of-state students should contact their bank or state higher education assistance concerning state administered guaranteed student loan programs. Addresses are available in the Financial Aid Office.

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self-Help Program and the College Work-Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office.

A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid.

VETERANS

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

Veterans eligible for the G.I. Bill, Chapter 30, Title 38, U.S. Code effective October 19, 1984, and Chapter 32, Title 38, United States Code, effective January 1, 1977, must make application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston-Salem, N.C. or the Financial Aid Office, Pembroke State University. Transfer students on the G.I. Bill should complete VA Form 21E-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Once the veteran is enrolled, he/she must attend classes regularly to continue receiving benefits. Each veteran will complete an attendance roster bimonthly and file with the Financial Aid Office on campus. This will be checked by the Financial Aid Office to assure the VA Regional office that veterans remain eligible for benefits.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to \$250 per year tuition assistance. The Tuition Assistance program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to NORTH CAROLINA ARMY NATIONAL GUARD, Educational Opportunities, Att: AGRR, 4105 Reedy Creek Road, Raleigh, NC 27607.

VETERAN DEPENDENTS

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, N.C.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students enrolling under provisions of Chapters 30, 32, 35 and 106 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should make arrangements as early as possible.



**UNDERGRADUATE
PROGRAMS OF
STUDY
AND COURSES**

UNIVERSITY ORIENTATION

Coordinator: Norma J. Thompson

A university education is a unique experience. Although people sometimes mistakenly think of it as only a continuation of secondary education, it requires certain attitudes and skills that go far beyond what students have needed previously. One of its most distinctive features is its direct confrontation with the limitations of human knowledge. Whereas in high school we relied on teachers and textbooks writers to decide difficult issues, at the University we move into a domain where experts routinely disagree and many moral issues have no simple answers. Out of this experience, we learn a new respect for skepticism, open-mindedness, and our own creativity.

The University also introduces us to much greater personal freedom and independence. Often we move away from the security of our families into the exciting world of dormitory life. This change forces us to budget our own time and to sustain our own motivation for achievement.

Finally, the content of a university curriculum is more difficult to comprehend and retain than anything we have faced before. We read technical, specialized material and learn words we have never seen. We are asked to identify key ideas on our own and to review for comprehensive examinations.

All of these considerations suggest that new students should receive special instruction preparing them for the unique challenges of university life. Accordingly, Pembroke State University has developed a course entitled University Orientation. This course is a regular academic endeavor, with lectures, examinations, and academic credit. Its content is summarized in the description presented below. Students are encouraged to participate actively in this course and to prepare carefully for its examinations. Such effort may prove more valuable than any other activity undertaken during one's first months at the University.

COURSE (ORI)

ORI 100. University Orientation

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty from various departments, with a common syllabus. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Pass/Fail grading. Fall, Spring, Summer. Credit, 1 semester hour.

AMERICAN INDIAN STUDIES

Chair: LINDA OXENDINE

JOHN R. BOWMAN
DAVID K. ELIADES

STANLEY KNICK
ROBERT W. REISING
RALPH L. STEEDS

ADOLPH L. DIAL, Resident Consultant

Pembroke State University was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body.

Because of its heritage, the University, through this Department, offers a program to educate students about the rich diversity of American Indian history and culture, to promote research and scholarship concerning American Indian issues, and to prepare students for professional or scholarly careers.

The Department offers a B.A., a minor, and an academic concentration in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of American Indian history and culture as possible.

Requirements for a Bachelor of Arts Degree in American Indian Studies

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Major Requirements | 30 |
| AIS 210 (or HST 210), 213 (or REL 213), 220 (or ENG 220), 301, 360, 458 (or SOC 458) or 395, 427 (or ART 427) | |
| Six hours from the following: | |
| AIS 302, 324, 325, 401, 402, 450, 455 | |
| AIS electives (3 hours) | |
| Electives | <u>47</u> |
| Total | 128 |

Requirements for a Minor in American Indian Studies

| | |
|---|----|
| AIS 210 (or HST 210) and 18 additional semester hours of AIS courses or their crosslisted equivalents. | 21 |
|---|----|

Academic Concentration in American Indian Studies

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Department of American Indian Studies offers an Academic Concentration of 24 hours. Please see the Department Chairperson for details about this concentration. This Academic Concentration is available to other students, regardless of major.

COURSES (AIS)

DEPARTMENTAL

AIS 201. American Indian Culture

An introductory survey of American Indian cultural traditions through the study of film, art, oral and written literature, music, and religion. Fall, Spring. Credit, 3 semester hours.

AIS 239. American Indian Education

A study of the history of Indian education policy and practice in the United States focusing on traditional tribal methods as well as contemporary federal, state, and tribal programs. Fall, Spring. Credit, 3 semester hours.

AIS 301. Contemporary Issues of American Indians

This seminar-style course examines the principal issues of concern to American Indians in the twentieth century. Both national and local in scope, topics include: politics; economics; treaty relationships with federal and state governments; education; alcohol and substance abuse; the environment; cultural identity and survival; relation with non-Indians; religious freedom; land and water rights; tribal sovereignty; and other contemporary issues as they arise. Fall, Spring. Credit, 3 semester hours.

AIS 302. Workshop in American Indian Studies

A workshop designed especially for elementary and secondary school teachers. Special emphasis will be given to aspects of Indian history, textbooks, and their treatment of the American Indian and contemporary Indian problems. Consideration will also be given to American Indian writers, to Indian culture and to the changing lifestyle of the people. Topics of special interest will be discussed. General procedure will be determined by the interest and enthusiasm of the groups. Summer. Credit, 3 semester hours.

AIS 360. History and Culture of the Lumbee

A study of the history and culture of the Lumbee Indians, the largest tribal group east of the Mississippi. While the focus will be primarily historical, all facets of Lumbee culture will be treated including the economic, political, and religious structure of the people as well as artistic and literary accomplishments. Fall, Spring. Credit, 3 semester hours.

AIS 395. Archaeology in North Carolina

This course approaches archaeology as a way to learn about human beings. Special emphasis will be placed on prehistoric Indian cultures of North Carolina, and especially those of Robeson County. Topics will include: application of archaeology to present day issues; recovering and caring for archaeological materials; stages of Indian prehistory; theoretical and practical issues which face the archaeologist; etc. Weather permitting, some field excursions will be included. Credit, 3 semester hours.

AIS 404. Field Methods in Archaeology

In this course students will perfect proper use of field methods and techniques in archaeology. Topics will include site reconnaissance, systematic sampling of surface and sub-surface materials, excavation, and record keeping. Summer. Credit, 3 semester hours.

AIS 455. American Indian Historical Sites

The Historical Sites Study will stress American Indian culture and will include visits to museums, reservations, and historic sites. Summer. Credit, 1-4 semester hours.

AIS 460. American Indian Health

Prerequisite: Junior standing or permission of the instructor.

This course examines nutritional, cultural, demographic, and socio-economic aspects of health in American Indian from prehistoric times into the present; these will be evaluated with a view to lessons for modern Indian health practitioners. Topics also include effects of European contact on Indian health, modern health problems in Indian communities, and traditional Indian medical practices. As announced. Credit, 3 semester hours.

AIS 499. Independent Study in American Indian Studies

Prerequisite: Consent of Instructor

Directed reading and research under the guidance of the instructor in a specific area or problem in American Indian Studies. Fall, Spring, Summer. Credit, 3 semester hours.

ANTHROPOLOGY**AIS 105. Introduction to Cultural Anthropology (SOC 105)**

A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

AIS 458. American Indians Before Contact (SOC 458)

An introduction to the study of ecological adaptations by North America's original inhabitants, with emphasis on nine culture regions. Theories of origin will be examined. Scientific methods of artifact dating will be considered. A research project is required. As announced. Credit, 3 semester hours.

ART**AIS 427. North American Indian Art History (ART 427)**

A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

COMMUNICATIVE ARTS (LITERATURE)**AIS 220. American Indian Literature (ENG 220)**

An introduction to American Indian Literature. Texts written, collected, or edited by American Indians will be used whenever possible. Spring, Summer. Credit, 3 semester hours.

AIS 450. Seminar in Native American Literature (ENG 450)

A study of selected topics in American Indian literature. Fall. Credit, 3 semester hours.

HISTORY**AIS 210. History of the American Indian (HST 210)**

A survey of the major Indian cultures in North America with emphasis on those located in the eastern half of the United States. Fall, Spring. Credit, 3 semester hours.

AIS 324. Indians of Latin American (HST 385)

A study of the history, culture, and contemporary achievement of the Indians residing south of the Rio Grande. Fall. Credit, 3 semester hours.

AIS 325. Indians of the Southeast

A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America. Fall. Credit, 3 semester hours.

AIS 401. Colloquium on American Indian History

Prerequisite: Permission of the instructor.

Investigations into selected topics in American Indian history through the reading of significant books, discussions, and supplementary reports. Fall, Spring, Summer. Credit, 3 semester hours.

AIS 402. Federal Policy and the American Indian

Prerequisite: Permission of the instructor.

A study of federal policy as it related from the Colonial period to the present. Fall. Credit, 3 semester hours.

RELIGION**AIS 213. American Indian Religious Traditions (REL 213)**

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

ART

Chair: PAUL VAN ZANDT

ANN KLESENER
STANLEY R. JENKINS

RALPH L. STEEDS

The Department of Art fulfills an ever-increasing need by contributing to the cultural life and experiences of the whole University, as well as providing many opportunities for the artistic and intellectual development of those who have chosen a fine art as a professional goal. Art develops an understanding and an appreciation of the beauty of everyday life. The Art Department provides the gifted student with a professional foundation as an artist and/or as a teacher.

In conjunction with other parts of the University, the Art Department offers the following programs leading to the Bachelor of Arts degree and the Bachelor of Science degree with teacher education certification for teaching at the K-12 level.

Before graduating from either program, a senior is required to present an acceptable exhibition of his work from his area of concentration.

Requirements for a Bachelor of Arts Degree**

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Major Requirements | |
| Thirty semester hours of lower level art studios: 100, 101, 102, 105, 109, 111, 132, 133, 140, 250, | |
| Six semester hours, advanced History of Art | |
| Twelve semester hours, Area of Concentration: Sculpture, Ceramics, Printmaking, or Painting | |
| Nine semester hours, Area of Secondary Interest: Sculpture, Painting, Ceramics, Printmaking | 57 |
| Electives | <u>20</u> |
| Total | 128 |

*Students who plan a major in Art should consult the Department Chairman prior to registering for General Education Courses.

**Entry into the BA Art Studio Program is by portfolio review. A student may also enter the program on a conditional basis. When that student has successfully completed 9 semester hours of introductory studio art courses, he/she may be considered for acceptance into the art program as a Major in Studio Art.

**Requirements for a Bachelor of Science Degree with Teacher Education
Certification for Teaching at the K-12 Level (see p. 54 for Teacher Education).**

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Major Requirements | |
| Thirty semester hours of lower level art studios: 100, 101, 105, 107, 109, 111, 132, 133, 140, 250 | |
| Six semester hours, advanced History of Art | |
| Six semester hours, one area of advanced art studio | |
| Nine semester hours, Art Education: 108, 306, 308 | 51 |
| Professional Education Requirements: | |
| EDN 227, 310, 350, 419, 430, 449; ART 400 | 25 |
| Electives | <u>1</u> |
| Total | 128 |

*Students who plan a major in Art should consult the Department Chairman prior to registering for General Education Courses.

Requirements for a Minor in Art

The Minor in Art is designed to offer a fundamental background in Art for the non-Art major. Eighteen semester hours are required.

- Required core of 12 hours
 - ART 101—Elements of Design—3 hours
 - ART 111—Introduction to Ceramics—3 hours
 - ART 132—Introduction to Drawing—3 hours
 - ART 306—Art Education in Grades 7-12

Plus 6 hours Art Electives (May be taken after necessary prerequisite where applicable.)

Academic Concentration in Art

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Art Department offers an Academic Concentration of 27 hours. This Academic Concentration is available to other students, regardless of major.

| Course Number | Course Title | Semester Hours |
|---------------|---|----------------|
| | Required Courses: | |
| ART 101 | Elements of Design | 3 |
| ART 102 | Three-Dimensional Design | 3 |
| ART 132 | Introduction to Drawing | 3 |
| ART 205 | History and Appreciation of Art | 3 |
| | Choose five other courses from the following: | |
| ART 105 | Introduction to Sculpture | 3 |
| ART 107 | Photography | 3 |
| ART 109 | Figure Drawing | 3 |
| ART 111 | Introduction to Ceramics | 3 |
| ART 133 | Introduction to Painting | 3 |
| ART 140 | Introduction to Printmaking | 3 |
| ART 210 | Introduction to Jewelry | 3 |
| ART 306 | Art Education in Grades 7-12 | <u>3</u> |
| Total | | 27 |

COURSES (ART)

ART 100. Art Concepts

A study of the theories and philosophies of the visual arts. An introductory analysis of visual art concepts with emphasis on contemporary theories and their relationships to the history of art. A directed readings and seminar course aimed at developing an awareness of visual art and individual concepts of creative endeavor. Fall. Credit, 3 semester hours.

ART 101. Elements of Design

A study and application of design principles in creative two-dimensional projects in line, value, color and texture. Fall. Credit, 3 semester hours.

ART 102. Three-Dimensional Design

Prerequisite: ART 101.

A study and application of design principles in creative three-dimensional projects in mass and space using various materials. Spring. Credit, 3 semester hours.

ART 105. Introduction to Sculpture

A survey course aimed at studying the problems of mass and space in sculpture. Various materials and sculptural techniques will be explored. Spring, Fall. Credit, 3 semester hours.

ART 107. Photography

An introduction to the basic technical and aesthetic principles of still and motion photography. Fall, 3 semester hours.

ART 108. Art Education in Grades K-6

This course focuses on the creative abilities of the elementary school child. The course will explore the graphic abilities of the child. The philosophy of sequential learning, and various production techniques and processes appropriate for elementary school. In addition to creating and executing production lesson plans, students will learn to discuss exemplary works of art with the elementary student. Fall, Spring. Credit, 3 semester hours.

ART 109. Figure Drawing

A course to introduce the student to the figure as an art form. Various techniques will be explored. Fall. Credit, 3 semester hours.

ART 111. Introduction to Ceramics

Introduction to basic forming and decorating methods of ceramics. The student will study mixture glazes from recipes. Basic firing procedures and ceramic aesthetics will be introduced. Fall, Spring. Credit, 3 semester hours.

ART 132. Introduction to Drawing

A course designed to acquaint the student with the basic principles of media and terminology of drawing. Fall, Spring. Credit, 3 semester hours.

ART 133. Introduction to Painting

An introduction to color, structure, and pictorial organization. Various techniques and group criticism will be implemented. Fall, Spring. Credit, 3 semester hours.

ART 140. Introduction to Printmaking

Prerequisite: ART 132.

A course offering the basic techniques and procedures in printmaking. Studio projects include problems in intaglio, wood cuts, wood engravings, and the collograph. Fall, Spring. Credit, 3 semester hours.

ART 205. History and Appreciation of Art

A course designed to establish an understanding of art, to develop an appreciation for the relation between art and man, and to study art in a cultural environment. Fall, Spring. Credit, 3 semester hours.

ART 210. Introduction to Jewelry

Prerequisite: ART 132.

A course designed to equip the student with the basic knowledge of jewelry formation using silver construction techniques. Fall, Spring. Credit, 3 semester hours.

ART 220. Intermediate Jewelry

Prerequisite: ART 210.

A course designed to equip the student with the basic knowledge of complex jewelry formation and decorating using construction and casting techniques. Fall, Spring. Credit, 3 semester hours.

ART 250. Communication Design

Prerequisite: ART 101.

An introduction to applied lettering, layout, illustration, typography, and general graphic design. Spring. Credit, 3 semester hours.

ART 306. Art Education in Grades 7-12

This course focuses on the creative abilities of students in grades 7 through 12. The course will explore various processes and techniques appropriate for upper level students, different styles of learning (including those of students with special needs), and techniques of classroom maintenance and management. Fall, Spring. Credit, 3 semester hours.

ART 308. Art Education Field Experience

Prerequisites: ART 108, 306.

This course provides the art education major with an early field experience teaching art in a variety of educational settings. The student will develop curricula, unit plans, and lesson plans that respond to the unique features of the learning environment. Fall, Spring. Credit, 3 semester hours.

ART 315. Advanced Sculpture I

Prerequisite: ART 105.

A study and application of three-dimensional principles and techniques used to formulate a creative expression. Fall, Spring. Credit, 3 semester hours.

ART 316. Advanced Sculpture II

Prerequisite: ART 315.

Advanced study in sculpture devoted to developing skills, techniques, and exploration of new materials. Fall, Spring. Credit, 3 semester hours.

ART 320. Advanced Drawing

Prerequisite: ART 132.

Continued development of drawing skills with emphasis on sustained media exploration. Special attention will be given to the development of conceptual approaches and contemporary trends in drawing. Fall, Spring. Credit, 3 semester hours.

ART 331. Advanced Painting I

Prerequisites: ART 132, 133.

A course designed to broaden perceptive awareness in the areas of composition, space, and color theory. Fall, Spring. Credit, 3 semester hours.

ART 332. Advanced Painting II

Prerequisite: ART 331.

Continued development of painting skills with the emphasis on sustained media exploration. Fall, Spring. Credit, 3 semester hours.

ART 341. Advanced Ceramics I

Prerequisite: ART 111.

A studio course in which wheel-thrown pottery is emphasized. Fall, Spring. Credit, 3 semester hours.

ART 342. Advanced Ceramics II

Prerequisite: ART 341.

An advanced study of problems in the production of sets and formulation of original glazes. Fall, Spring. Credit, 3 semester hours.

ART 350. Advanced Printmaking I

Prerequisite: ART 140.

Advanced study in the intaglio and relief printmaking processes and the introduction of screen printing techniques. Fall, Spring. Credit, 3 semester hours.

ART 351. Advanced Printmaking II

Prerequisite: ART 350.

Advanced study in intaglio, relief, or screen printing printmaking processes and the introduction of the lithographic printing processes and techniques. Fall, Spring. Credit, 3 semester hours.

ART 360. Problems Seminar I*

Prerequisite: Approval of Department Chairman.

Credit is obtained by successful fulfillment of a contractual agreement between the student, supervision faculty and Department Chairman. As announced. Credit, 3 semester hours.

ART 361. Problems Seminar II*

Prerequisite: Approval of Department Chairman.

A course designed to afford the talented student the opportunity to explore in depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chairman. As announced. Credit, 3 semester hours.

ART 400. Art Education Curriculum

Prerequisite: ART 108, 306, 308.

Through a study of the historical developments in the field of art education, the art education major will come to understand the current "discipline based" approach to curriculum development in the visual arts. A goal for the course is the integration of the domains of art production, art history, aesthetics, and art criticism into sequential units and lessons, that reflect the cultural diversity of the population being served. Fall, Spring. Credit, 3 semester hours.

ART 407, 408. Art Supervision

Restricted to the advanced major who is supervising only in his area of concentration or secondary interest and has junior or senior standing.

Designed for advanced art majors to obtain experience in directing beginning students in studio techniques. As announced. Credit, 3 semester hours.

*Problems seminars may be used for further study after successfully completing the four advanced courses of concentrated study.

ART 409. Advanced Printmaking III

Prerequisite: ART 351.

Advanced study in the lithographic printing processes and further study in intaglio, relief, and screen printing processes and techniques. Fall, Spring. Credit, 3 semester hours.

ART 410. Advanced Printmaking IV*

Prerequisite: ART 409.

Advanced study in any of the four basic printmaking processes with special focus on experimental and multi-media printmaking processes and techniques. Fall, Spring. Credit, 3 semester hours.

ART 415. Advanced Sculpture III

Prerequisite: ART 316.

Advanced study devoted to developing advanced aesthetics and independent motivation in sculpture. Fall, Spring. Credit, 3 semester hours.

ART 416. Advanced Sculpture IV*

Prerequisite: ART 415.

A course in sculpture devoted to developing the student's creative expression in sculpture according to his or her own talents and experiences. Fall, Spring. Credit, 3 semester hours.

ART 421. Ancient and Medieval Art History

A survey of architecture, sculpture, painting and other arts from prehistoric times to the Italian Renaissance. Alternate Fall or Spring. Credit, 3 semester hours.

ART 422. Renaissance Art

A survey of the art of Northern Europe and Italy during the fifteenth and sixteenth centuries. Alternate Fall or Spring. Credit, 3 semester hours.

ART 423. Modern Art History

A study of the artists and art schools that evolved in Europe during the 19th century. Alternate Fall or Spring. Credit, 3 semester hours.

ART 424. Contemporary Art History

A study of the artists, theories, and art schools that evolved in Europe in the 20th century. Alternate Fall or Spring. Credit, 3 semester hours.

ART 425. European Art History, 1600-1800

A survey of European painting, architecture, and sculpture including the Baroque, Rococo, Neo-classic, and Romantic periods. Alternate Fall, Spring. Credit, 3 semester hours.

ART 426. Art History of the United States

A study of painting, architecture, and sculpture of the United States from Colonial times to the present, with an emphasis on 20th century art. Alternate Spring or Fall. Credit, 3 semester hours.

ART 427. North American Indian Art History (AIS 427)

A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

*Problems seminars may be used for further study after successfully completing the four advanced courses of concentrated study.

ART 435. Advanced Painting III

Prerequisite: ART 332.

An exploration of the various manners and approaches to creative painting and their relationship to the individual's experience. Fall, Spring. Credit, 3 semester hours.

ART 436. Advanced Painting IV*

Prerequisite: ART 435.

A course for the student's personal development of individual expression in painting. Fall, Spring. Credit, 3 semester hours.

ART 441. Advanced Ceramics III

Prerequisite: ART 342.

An advanced studio in which both wheel-thrown and hand-constructed ceramic forms are emphasized. Fall, Spring. Credit, 3 semester hours.

ART 442. Advanced Ceramics IV*

Prerequisite: ART 441.

The assignment of creative ceramic problems in line with individual student interests and needs. Fall, Spring. Credit, 3 semester hours.

ART 460. Problems Seminar III*

Prerequisite: Approval of Department Chairman.

Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chairman. As announced. Credit, 3 semester hours.

ART 461. Problems Seminar IV*

Prerequisite: Approval of Department Chairman.

A course designed to afford the talented student the opportunity to explore in-depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by a successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chairman. As announced. Credit, 3 semester hours.

ART 499. Independent Study in Art

Prerequisites: Introductory course in chosen area and approval of Department Chairman.

Directed reading, research, and problem solving in the student's major or secondary area of interest. This course is designed to fulfill individual and specific needs of art majors in their particular area of advanced study. Fall, Spring. Credit, 3 semester hours.

*Problems seminar may be used for further study after successfully completing the four advanced courses of concentrated study.

BIOLOGY

Chair: HAROLD D. MAXWELL

ANDREW N. ASH
SUE BOWDEN*
MICHELLE BRIDGERS

BONNIE A. KELLEY
DAVID K. KUO
DAVID D. ZIEGLER

*Biology Education Coordinator and Science Education Coordinator

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

The department offers the following programs leading to the Bachelor of Science degree in Biology with indicated concentration or certification. Students should consult the department head for details of each program.

- 1. Biology
- 2. Biology with Teacher Certification (approved by NSTA)
- 3. Biology—Medical Technology Program
- 4. Biology—Pre-podiatric Medicine Program
- 5. Biology—Biomedical Emphasis
- 6. Biology—M.A.R.C. Program

In addition the department offers a curriculum leading to the B.S. degree in Science Education with Concentration in Biology. For Requirements for the B.S. Degree Program in Science Education with a Major in Biology, see **Special Programs** section of this catalog.

Core of Required Courses (required for all degree programs in biology)

| | Sem. Hrs. |
|---|-----------|
| Orientation | 1 |
| General Education Requirements | 50 (38)* |
| Required Biology Courses | |
| BIO 100, 100L, 101, 102, 304, 371, 472 | 24 |
| Biology Electives (see below) | 11-12 |
| Botany Concentration | |
| Zoology Concentration | |
| Molecular Biology Concentration | |
| No Concentration (any biology course except those for non-majors) | |

| | |
|--|-------|
| Chemistry 100, 101, 110, 111 | 8 |
| Mathematics 107, 210 | 6 |
| (MAT 215 is required for many programs, MAT 221 and 222 will also satisfy the Mathematics Requirement.) | — |
| *12 semester hours of Natural Sciences and Mathematics will count toward General Education and toward major requirements | 88-89 |

Additional requirements apply to specific programs.

Botany Concentration (11-12 sem hr)

| | |
|--|-----|
| Bio 354 Plant Physiology | 4 |
| One from the following | 4 |
| Bio 232 Morphology of Vascular Plants | |
| Bio 340 Plant Systematics | |
| One from the following | 3-4 |
| Bio 201 Economic Botany | |
| Bio 231 Morphology of Nonvascular Plants | |
| Bio 305 Introductory Mycology | |

Molecular Biology Concentration (12 sem hr)

| | |
|---------------------------|---|
| Bio 315 Microbiology | 4 |
| Bio 354 Plant Physiology | 4 |
| Bio 461 Animal Physiology | 4 |

Zoology Concentration (12 sem hr)

| | |
|------------------------------|---|
| Bio 310 Invertebrate Zoology | 4 |
| Bio 203 Vertebrate Zoology | 4 |
| One from the following | 4 |
| Bio 221 Comparative Anatomy | |
| Bio 301 Entomology | |
| Bio 319 Parasitology | |

BIOLOGY

Requirements for a Bachelor of Science Degree in Biology

| | |
|----------------------------------|-----------|
| | Sem. Hrs. |
| Core of Required Courses (above) | 88-89 |
| MAT 215 | 4 |
| Electives | 35-36 |
| Total | 128 |

Sequence of Courses for a Bachelor of Science Degree in Biology

First Year

| Fall | | | | Spring | | | |
|------|---------|---------------------|----------|--------|---------|----------------------------|----------|
| ORI | 100 | Univer. Orientation | 1 | CMA | 106 | Composition II | 3 |
| CMA | 105 | Composition I | 3 | MAT | 215 | Calculus with Applications | 4 |
| MAT | 107 | College Algebra | 3 | CHM | 101&111 | General Chemistry | 4 |
| CHM | 100&110 | General Chemistry | 4 | BIO | 102 | General Zoology | 4 |
| BIO | 100&L | Prin. of Biology | 4 | PED | | | <u>1</u> |
| PED | | | <u>1</u> | | | | 16 |
| | | | 16 | | | | |

Second Year

| Fall | | | | Spring | | | |
|-------------------------------------|-----|----------------------|----------|-------------------------------------|--|----------|------------|
| BIO | 101 | General Botany | 4 | BIO | | Elective | 3-4 |
| General Education (Humanities) | | | 3 | General Education (Humanities) | | | 3 |
| General Education (Social Sciences) | | | 3 | General Education (Social Sciences) | | | 3 |
| General Education (Humanities) | | | 3 | General Education (Humanities) | | | 3 |
| MAT | 210 | Intro. to Statistics | <u>3</u> | Elective | | | <u>3-4</u> |
| | | | 16 | | | | 15- |
| | | | | | | | 17 |

Third Year

| Fall | | | | Spring | | | |
|-------------------------------------|------------|--|------------|-------------------------------------|------------|--|------------|
| BIO | Elective | | 3-4 | BIO | Elective | | 3-4 |
| BIO | 304 or 371 | | 4 | BIO | 304 or 371 | | 4 |
| General Education (Social Sciences) | | | 3 | General Education (Humanities) | | | 3 |
| General Education (Humanities) | | | 3 | General Education (Social Sciences) | | | 3 |
| Elective | | | <u>3-4</u> | Elective | | | <u>3-4</u> |
| | | | 16- | | | | 16- |
| | | | 18 | | | | 18 |

Fourth Year

| Fall | | | | Spring | | | |
|-----------|-----|-----------------|-----------|-----------|-----|-----------------|-----------|
| BIO | 472 | or BIO Elective | 3-4 | BIO | 472 | or BIO Elective | 3-4 |
| Electives | | | <u>13</u> | Electives | | | <u>13</u> |
| | | | 16- | | | | 16- |
| | | | 17 | | | | 17 |

BIOLOGY-TEACHER CERTIFICATION

Requirements for a Bachelor of Science Degree with Teacher Certification (see p. 54 for Teacher Education Requirements). This program has been approved by the National Science Teachers' Association.

Biology-Teacher Certification

Goals and Objectives for Biology-Teacher Certification Program

- 1. to develop a basic understanding of living systems: including levels of organization, physiology, genetics, interrelationships, and evolution
- 2. to develop a basic understanding of the nature of science: including philosophy and methodology
- 3. to develop a basic understanding of the interrelationships among the fields of science and between science and society
- 4. to contribute to the personal development of each individual
- 5. to develop an awareness of career opportunities in Biology
- 6. to develop an understanding of the methods and curriculum of Biology and other sciences
- 7. to develop communication skills and classroom management skills necessary for effective teaching
- 8. to develop awareness of safety precautions specific to instruction in science

Requirements for a Bachelor of Science Degree with Teacher Certification

| | Sem. Hrs. |
|---|-----------|
| Orientation | 1 |
| General Education | 50 (38)* |
| Required Biology Courses | 27 |
| BIO 100, 100L, 101, 102, 304, 371, 422, 472 | |
| Biology Electives | 9 |
| Chemistry | 12 |
| CHM 100, 110, 101, 111, 300 | |
| Mathematics | 9 |
| MAT 107, 210, CSC 405 | |
| Physics PHS 150 | 3 |
| Earth Science GLY 115 | 3 |
| Professional Education Requirements | |
| EDN 227, 308, 350, 419, 430, 448 | 19 |
| SCE 300, 301, 400 | 6 |
| Electives | <u>1</u> |
| | 128 |

*12 semester hours of Natural Sciences and Mathematics will count toward General Education and toward major requirements.

Sequence of Courses for a Bachelor of Science Degree with Teacher Certification

| First Year | | | | | |
|------------------------------------|----------------------|----------|------------------------------------|------------------------------------|----------|
| Fall | | | Spring | | |
| CMA 105 | Composition I | 3 | CMA 106 | Composition II | 3 |
| BIO 100 & L | Prin. of Biology | 4 | CHM 101 & | | |
| CHM 100 & | | | 111 | General Chemistry | 4 |
| 110 | General Chemistry | 4 | | General Education (Humanities) | 3 |
| General Education (Humanities) | | 3 | | General Education (Social Science) | 3 |
| ORI 100 | University | | MAT 107 | College Algebra | 3 |
| | Orientation | 1 | PED | | <u>1</u> |
| PED | | <u>1</u> | | | 17 |
| | | 16 | | | |
| Second Year | | | | | |
| Fall | | | Spring | | |
| BIO 101 | General Botany | 4 | BIO 102 | General Zoology | 4 |
| General Education (Humanities) | | 3 | General Education (Humanities) | | 3 |
| MAT 210 | Intro. to Statistics | 3 | BIO | Elective | 3-4 |
| EDN 227 | Found of | | General Education (Social Science) | | 3 |
| | Education I | 3 | General Education (Humanities) | | 3 |
| General Education (Social Science) | | <u>3</u> | SCE 300 | Early Exp. for Sci. | |
| | | 16 | Teachers | | <u>1</u> |
| | | | | | 17 |
| Third Year | | | | | |
| Fall | | | Spring | | |
| PHY 150 | College Physics | 3 | GLY 115 | Earth Science | 3 |
| BIO 304 | Prin. of Ecology | 4 | BIO 371 | Cell Biology | 4 |
| EDN 308 | Psychology of | | BIO | Elective | 3-4 |
| | Adoles. | 3 | BIO | Elective | 3-4 |
| CHM 300 | Organic Chemistry | 4 | General Education (Social Science) | | <u>3</u> |
| General Education (Humanities) | | <u>3</u> | | | 16-18 |
| | | 17 | | | |
| Fourth Year | | | | | |
| Fall | | | Spring | | |
| SCE 301 | Practicum | 2 | SCE 400 | Method Teaching | |
| EDN 430 | Mainst. Except | | | Science in | |
| | Stud. Sec. | 1 | | Second. Sch. | 3 |
| EDN 350 | Educational | | EDN 419 | Instructional | |
| | Psychology | 3 | | Design | 3 |
| BIO 472 | Prin. of Genetics | 4 | EDN 448 | Student Teaching, | |
| BIO 422 | Evolution | 3 | | Secondary | <u>6</u> |
| CSC 405 | Computers in | | | | 12 |
| | Education | <u>3</u> | | | |
| | | 16 | | | |

BIOLOGY—MEDICAL TECHNOLOGY

Requirements for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology (see p. 61 for a description of this program.)

| | Sem. Hrs. |
|---|-----------|
| Core of Required Courses (above) | 74 |
| (Except BIO 304 and BIO Electives) | |
| BIO 212, 315 (in lieu of BIO Electives) | 8 |
| CHM 300, 301 | 8 |
| PHY 150, 151, 206, 207 | 8 |
| CSC 100 | 3 |
| BUS 307 | 3 |
| Clinical Work in Approved Hospital | <u>35</u> |
| Total | 139 |

Sequence of Courses for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology

First Year

| Fall | | | | Spring | | | |
|--------------------------------|---------|-----------------------|----------|------------------------------------|---------|-------------------|----------|
| CMA | 105 | Composition I | 3 | CMA | 106 | Composition II | 3 |
| BIO | 100&L | Principles of Biology | 4 | BIO | 101 | General Botany | 4 |
| MAT | 107 | College Algebra | 3 | CHM | 101&111 | General Chemistry | 4 |
| CHM | 100&110 | General Chemistry | 4 | General Education (Humanities) | | | 3 |
| General Education (Humanities) | | | 3 | General Education (Social Science) | | | <u>3</u> |
| ORI | 100 | Univ. Orientation | <u>1</u> | | | | 17 |
| | | | 18 | | | | |

Second Year

| Fall | | | | Spring | | | |
|--------------------------------|-----|----------------------|----------|------------------------------------|-----|----------------------|----------|
| BIO | 102 | General Zoology | 4 | BIO | 315 | Microbiology | 4 |
| CHM | 300 | Organic Chemistry | 4 | CHM | 301 | Organic Chemistry | 4 |
| MAT | 210 | Intro. to Statistics | 3 | CSC | 100 | Intro. to Comp. Sci. | 3 |
| General Education (Humanities) | | | 3 | General Education (Humanities) | | | 3 |
| PED | | | <u>1</u> | General Education (Social Science) | | | 3 |
| | | | 15 | PED | | | <u>1</u> |
| | | | | | | | 18 |

Third Year

| Fall | | | | Spring | | | |
|------------------------------------|-----|-------------------|----------|------------------------------------|-----|---------------------|----------|
| PHY | 150 | College Physics | 3 | PHY | 151 | College Physics | 3 |
| PHY | 206 | Physics Lab | 1 | PHY | 207 | Physics Lab | 1 |
| BIO | 371 | Cell Biology | 4 | BIO | 212 | Human Physiology | 4 |
| BIO | 472 | Prin. of Genetics | 4 | BUS | 307 | Prin. of Management | 3 |
| General Education (Humanities) | | | 3 | General Education (Humanities) | | | 3 |
| General Education (Social Science) | | | <u>3</u> | General Education (Social Science) | | | <u>3</u> |
| | | | 18 | | | | 17 |

Fourth Year

Clinical Training in Approved Hospital Program - 35

BIOLOGY—PRE-PODIATRIC MEDICINE

Requirements for a Bachelor of Science Degree in Biology-Pre-Podiatric Medicine Program (see p. 62 for a description of this program.)

| | Sem. Hrs. |
|---|-----------|
| Core of Required Courses (above) (Except BIO 304 and Bio Elective) | 73 |
| BIO 211, 212, 461 (in lieu of Bio Electives) | 12 |
| CHM 300, 301, 311, 312 | 12 |
| PHY 150, 151, 206, 207 | 8 |
| MAT 215 | 4 |
| Classroom and Clinical work at Pennsylvania College of Podiatric Medicine | 30 |
| Total | 139 |

Sequence of Courses for a Bachelor of Science Degree in Biology Pre-Podiatric Medicine Program

First Year

| Fall | | | | Spring | | | |
|--------------------------------|-------------------|---|----|--------------------------------|-----------------------|---|----|
| CMA 105 | Composition I | 3 | | CMA 106 | Composition II | 3 | |
| BIO 100&L | Prin. of Biology | 4 | | BIO 102 | General Zoology | 4 | |
| MAT 107 | College Algebra | 3 | | CHM 101&111 | General Chemistry | 4 | |
| CHM 100&110 | General Chemistry | 4 | | MAT 215 | Calculus (with appl.) | 4 | |
| General Education (Humanities) | | 3 | | General Education (Humanities) | | 3 | |
| ORI 100 | Univ. Orientation | 1 | | PED | | 1 | |
| | | | 18 | | | | 18 |

Second Year

| Fall | | | | Spring | | | |
|------------------------------------|-----------------------|---|----|------------------------------------|-----------------------|---|----|
| MAT 210 | Intro. to Statistics | 3 | | BIO 212 | Human Anat. & Physio. | 4 | |
| BIO 211 | Human Anat. & Physio. | 4 | | BIO 101 | General Botany | 4 | |
| CHM 300 | Organic Chemistry | 4 | | CHM 301 | Organic Chemistry | 4 | |
| General Education (Humanities) | | 3 | | General Education (Humanities) | | 3 | |
| General Education (Social Science) | | 3 | | General Education (Social Science) | | 3 | |
| | | | 17 | | | | 18 |

Third Year

| Fall | | | | Spring | | | |
|------------------------------------|------------------|---|----|------------------------------------|-------------------|---|----|
| BIO 371 | Cell Biology | 4 | | BIO 472 | Genetics | 4 | |
| CHM 311 | Biochemistry | 3 | | BIO 461 | Animal Physiology | 4 | |
| CHM 312 | Biochemistry Lab | 1 | | PHY 151 | College Physics | 3 | |
| PHY 150 | College Physics | 3 | | PHY 206 | Physics Lab | 1 | |
| PHY 206 | Physics Lab | 1 | | General Education (Humanities) | | 3 | |
| General Education (Humanities) | | 3 | | General Education (Social Science) | | 3 | |
| General Education (Social Science) | | 3 | | PED | | 1 | |
| | | | 18 | | | | 19 |

Fourth Year

Classroom and Clinical Work at the Pennsylvania College of Podiatric Medicine

BIOLOGY – BIOMEDICAL EMPHASIS

Requirements for a Bachelor of Science Degree in Biology with Biomedical Emphasis (See p. 61 for a description of this program)

| | Sem. Hrs. |
|---|-----------|
| Core of Required Courses (above) (Except Bio Electives) | 77 |
| BIO 211, 212, 315, 461 (in lieu of Bio Electives) | 16 |
| CHM 226, 227, 300, 301, 311, 312 | 20 |
| PHY 150, 151, 206, 207 | 8 |
| MAT 215 | 4 |
| Electives | <u>3</u> |
| | 128 |

Sequence of Courses for a Bachelor of Science Degree in Biology with Biomedical Emphasis

First Year

| Fall | | | | Spring | | | |
|------|---------|-----------------------|----------|--------|---------|--------------------------------|----------|
| CMA | 105 | Composition I | 3 | CMA | 106 | Composition II | 3 |
| BIO | 101&L | Principles of Biology | 4 | BIO | 102 | General Zoology | 4 |
| MAT | 107 | College Algebra | 3 | MAT | 215 | Calculus (with appl.) | 4 |
| CHM | 100&110 | General Chemistry | 4 | CHM | 101&111 | General Chemistry | 4 |
| ORI | 100 | Univ. Orientation | <u>1</u> | | | General Education (Humanities) | <u>3</u> |
| | | | 15 | | | | 18 |

Second Year

| Fall | | | | Spring | | | |
|------|-----|----------------------------------|----------|--------|-----|------------------------------------|----------|
| BIO | 101 | General Botany | 4 | BIO | 212 | Human Anat. & Physio. | 4 |
| BIO | 211 | Human Anat. & Physio. | 4 | CHM | 227 | Analytical Chemistry I | 4 |
| CHM | 226 | Elem. Inorganic Chem. | 4 | | | General Education (Humanities) | 6 |
| | | General Education (2 Humanities) | 6 | | | General Education (Social Science) | <u>3</u> |
| MAT | 210 | Intro. to Statistics | <u>3</u> | | | | 17 |
| | | | 18 | | | | |

Third Year

| Fall | | | | Spring | | | |
|------|-----|-------------------------------------|----------|--------|-----|-------------------------------------|----------|
| CHM | 300 | Organic Chemistry | 4 | CHM | 301 | Organic Chemistry | 4 |
| PHY | 150 | College Physics | 3 | PHY | 151 | College Physics | 3 |
| PHY | 206 | Physics Lab | 1 | PHY | 207 | Physics Lab | 1 |
| BIO | 304 | Prin. of Ecology | 4 | BIO | 315 | Microbiology | 4 |
| | | General Education (Social Sciences) | 3 | | | General Education (Social Sciences) | 3 |
| PED | | | <u>1</u> | PED | | | <u>1</u> |
| | | | 16 | | | | 16 |

Fourth Year

| Fall | | | | Spring | | | |
|------------------------------------|------------------|------------|--|--------------------------------|-------------------|------------|--|
| CHM 311 | Biochemistry | 3 | | BIO 461 | Animal Physiology | 4 | |
| CHM 312 | Biochemistry Lab | 1 | | BIO 472 | Genetics | 4 | |
| BIO 371 | Cell Biology | 4 | | General Education (Humanities) | | 3 | |
| General Education (Humanities) | | 3 | | BIO Electives | | <u>6-7</u> | |
| General Education (Social Studies) | | 3 | | | | 17- | |
| BIO | Elective | <u>3-4</u> | | | | 18 | |
| | | 17- | | | | | |
| | | 18 | | | | | |

BIOLOGY—M.A.R.C.

M.A.R.C. Training Program in Biology (See p. 63 for a description of this program)

| | Sem. Hrs. |
|--|-----------|
| Core of Required Courses (Except MAT 210) & BIO (electives) | 74 |
| BIO 211, 212, 221, 370, 461, 495 (4 hours), 499 (6 hours) | 27 |
| CHM 300, 301, 226, 227, 311, 312 | 20 |
| PHY 150, 151, 206, 207 | 8 |
| MAT 221, 222 | <u>8</u> |
| Total | 137 |

Sequence of Courses M.A.R.C.: Training Program in Biology**First Year**

| Fall | | | | Spring | | | |
|-------------------------------------|-------------------|----------|--|--------------------------------|-------------------|----------|--|
| CHM 100&110 | General Chemistry | 4 | | CHM 101&111 | General Chemistry | 4 | |
| BIO 100&L | Prin. of Biology | 4 | | BIO 102 | General Zoology | 4 | |
| MAT 107 | College Algebra | 3 | | BIO 101 | General Botany | 4 | |
| ORI | University | | | CMA 106 | Composition II | 3 | |
| | Orientation | 1 | | General Education (Humanities) | | <u>3</u> | |
| CMA 105 | Composition I | 3 | | | | 18 | |
| General Education (Social Sciences) | | <u>3</u> | | | | | |
| | | 18 | | | | | |

Second Year

| Fall | | | | Spring | | | |
|------------------------------------|--------------------------|----------|--|------------------------------------|--------------------------|----------|--|
| CHM 300 | Organic Chemistry | 4 | | CHM 301 | Organic Chemistry | 4 | |
| BIO 211 | Human Anat. & Physio. | 4 | | BIO 212 | Human Anat. & Physio. | 4 | |
| General Education (Social Science) | | 3 | | General Education (Social Science) | | 3 | |
| General Education (Humanities) | | 3 | | General Education (Humanities) | | 3 | |
| CHM 226 | Elem. Inorganic Chem. | <u>4</u> | | General Education (Humanities) | | <u>3</u> | |
| | | 18 | | | | 17 | |

Summer

Third Year

| Fall | | | | Spring | | | |
|--------------------------------|-----|------------------|----------|--------|-----|--------------------------------|----------|
| BIO | 371 | Cell Biology | 4 | BIO | 461 | Animal Physiology* | 4 |
| MAT | 221 | Calculus I | 4 | | or | | |
| CHM | 311 | Biochemistry | 3 | BIO | 472 | Genetics | |
| CHM | 312 | Biochemistry Lab | 1 | MAT | 222 | Calculus II | 4 |
| BIO | 495 | Biomedical | | CHM | 227 | Analytical | |
| | | Seminar | 1 | | | Chemistry I | 4 |
| BIO | 370 | Science | | | | General Education (Humanities) | 3 |
| | | Communication | 1 | BIO | 495 | Biomedical | |
| General Education (Humanities) | | | 3 | | | Seminar | 1 |
| PED | | | <u>1</u> | PED | | | <u>1</u> |
| | | | 18 | | | | 17 |

Summer

Summer Research Experience at Off-Campus Institution

Fourth Year

| Fall | | | | Spring | | | |
|------|-----|-----------------|----------|------------------------------------|-----|--------------------|----------|
| BIO | 304 | Principles of | | BIO | 461 | Animal Physiology* | 4 |
| | | Ecology | 4 | | or | | |
| BIO | 221 | Comparative | | BIO | 472 | Genetics | |
| | | Anatomy | 4 | PHY | 151 | College Physics | 3 |
| BIO | 499 | Research in | | PHY | 207 | Physics Lab | 1 |
| | | Biology | 3 | BIO | 499 | Research in | |
| BIO | 495 | Biomedical | | | | Biology | 3 |
| | | Seminar | 1 | BIO | 495 | Biomedical | |
| PHY | 150 | College Physics | 3 | | | Seminar | 1 |
| PHY | 206 | Physics Lab | <u>1</u> | General Education (Social Science) | | | <u>3</u> |
| | | | 16 | | | | 15 |

*Animal Physiology is taught in alternate years.

Academic Concentration in Biology

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Biology Department offers an Academic Concentration of 26 hours.

Required Courses

| Course Number | Course Title | Semester Hours |
|---------------|---------------------------|----------------|
| BIO 100 | Principles of Biology | 3 |
| BIO 100 L | Principles of Biology Lab | 1 |
| BIO 101 | General Botany | 4 |
| BIO 102 | General Zoology | 4 |
| BIO 103 | Basic Human Biology | 3 |
| BIO 210 | Environmental Biology | 3 |
| BIO 371 | Cell Biology | 4 |
| CHM 100, 110 | General Chemistry | <u>4</u> |
| Total | | 26 |

COURSES (BIO)

Biology 100, Principles of Biology, is a prerequisite to all other Biology courses except Biology 210, Environmental Biology. Biology 101, General Botany, is a prerequisite for all other botany courses. Biology 102, General Zoology, is a prerequisite for all other zoology courses.

BIO 100. Principles of Biology

An introduction to modern and classical biology concepts. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 100L. Laboratory Investigations and Experiences in General Biology

Prerequisite: Enrollment in or credit for Biology 100.

Introductory laboratory experiments in which basic principles of biology will be investigated. Fall, Spring. Credit, 1 semester hour.

BIO 101. General Botany

Introductory plant science with emphasis on morphology and physiology of the seed plants and a survey of representative types from the plant kingdom. A prerequisite to all other courses in botany. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 102. General Zoology

A study of the major animal systems, processes and phyla. A prerequisite to all other courses in zoology. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 103. Basic Human Biology

Prerequisite: BIO 100 or permission of instructor.

An elementary study of the human body in health and disease. This course will relate fundamental knowledge about human anatomy and physiology to current issues. Questions such as "how do birth control pills work?" and "what causes cancer?" will be explored. Not open to biology majors. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 201. Economic Botany

A study of the origin, distribution, propagation and use of the economically important plants. Fall of odd-numbered years. Three lectures weekly. Credit, 3 semester hours.

BIO 203. Vertebrate Zoology

The biology of the major groups of vertebrate animals with emphasis on general structural and physiological plans and diversity. A valuable course for any curriculum but strongly recommended for those students who plan to take only one higher level zoology course. Spring of odd-numbered years. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 205. Animal Behavior (PSY 204)

Prerequisites: BIO 100, 102.

A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Spring of odd-numbered years. Credit, 4 semester hours.

BIO 210. Environmental Biology

A study of environmental science emphasizing the impact that an increasing human population has on the biosphere. The course deals specifically with the demands placed by humans on natural resources and the resulting acceleration of environmental deterioration, human attitudes toward the environment, and techniques and policies by which resources could be intelligently managed. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 211, 212. Human Anatomy and Physiology

A course covering the structure and function of the human body. Appropriate physiological exercises and dissections of a mammal are performed concurrently in the laboratory. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours.

BIO 221. Comparative Anatomy

Comparative studies of the various organs and systems of vertebrates and laboratory emphasis on the lamprey, dogfish shark, salamander, and the cat. Fall of odd-numbered years. Two lectures and two, two-hour laboratories weekly. Credit, 4 semester hours.

BIO 222. Embryology

Early developmental biology leading to organogenesis. Laboratory emphasis on the chick. Spring of odd-numbered years. Three lectures and one two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 231. Morphology of the Non-Vascular Plants

A comprehensive survey of the algae, fungi, and bryophytes dealing with structure, form, and reproduction. Fall of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 232. Morphology of the Vascular Plants

A continuation of Biology 231, a survey of the plant kingdom with emphasis on selected types of vascular plants. Spring of odd-numbered years. Three lectures and one two-hour laboratory weekly. Credit, 4 semester hours.

BIO 300. Medical Vocabulary

A course designed to familiarize students with common medical terms through the use of Latin and Greek word parts. Intended primarily for Pre-Medical, Pre-Veterinary and other Pre-Health curricula. Fall of even-numbered years. Credit, 2 semester hours.

BIO 301. Entomology

An introduction to the study of insects which emphasizes the classification, morphology, physiology, ecology, behavior, and importance of insects. Approximately one week will be devoted to spiders. A collection with identification is required. Three lectures and a two-hour laboratory weekly. Fall of even-numbered years. Credit, 4 semester hours.

BIO 304. Principles of Ecology

An analysis of the interactions of organisms with each other and the physical environment. Ecological process is examined at individual, community, and ecosystem levels. The basic kinds of ecosystems are surveyed. Three lectures and a three-hour laboratory weekly. Fall, Spring. Credit, 4 semester hours.

BIO 305. Introductory Mycology

An introduction to the fungi, with emphasis upon taxonomy and physiology, including some reference to their economic importance. Special emphasis will be given to those that are animal or plant pathogens. Fall of odd-numbered years. Two lectures and a two-hour laboratory period weekly. Credit, 3 semester hours.

BIO 310. Invertebrate Zoology

A survey of the major invertebrate phyla emphasizing classification, morphology, natural history, evolution, and behavior. At least one Saturday coastal field trip is required. Fall of odd-numbered years. Credit, 4 semester hours.

BIO 314. Special Topics in Biology

A course designed to meet the unusual needs of individuals in special programs such as the Science Institute for school teachers and those working toward certification. The specific contents and credit for the course will be determined by the needs of the students and is subject to departmental approval. As announced. Credit, 1-3 semester hours.

BIO 315. Microbiology

The biology of bacteria, fungi, algae, protozoa, and viruses, with special reference to bacteria. Microbial diseases, immunity and the role of microorganisms in human affairs are also emphasized. Three lectures and a two-hour laboratory weekly. Fall, Spring. Credit, 4 semester hours.

BIO 319. Animal Parasitology

An introduction to the biology of parasites emphasizing classification, morphology, life history, pathology, treatment, ecology and evolution. Three lectures and a two-hour laboratory weekly. Spring of even-numbered years. Credit, 4 semester hours.

BIO 340. Plant Systematics

An introduction to systematic botany and plant community ecology. The course emphasizes identification of the local flora as well as the recognition and characteristics of plant communities found in North Carolina. Spring of even-numbered years. Three lectures and a two hour lab weekly. Credit, 4 semester hours.

BIO 354. Plant Physiology

A general study of the physiological activities in plants such as the fundamental principles, water relations, metabolism, plant growth hormones, as well as growth and development. Fall of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 370. Science Communication and Research Methods

Prerequisite: Consent of Instructor

A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. Credit, 1 semester hour.

BIO 371. Cell Biology

Prerequisites: CHM 100, 101; 300, 301 recommended.

A study of cellular ultrastructure and physiology. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 372. Vertebrate Histology and Microtechnique

A course in the techniques of preparing tissues for microscopic examination. Slide preparation and tissue identification will be emphasized. Spring of even-numbered years. Two lectures and two, two-hour laboratory periods weekly. Credit, 4 semester hours.

BIO 380. Comparative Animal Nutrition

Elective

Prerequisites: CHM 210, 211 or 300, 301.

A study of the principles of nutrition including the classification of nutrients, the nutritional requirements of different species and the physiological role of various nutrients. Fall of odd-numbered years. Credit, 3 semester hours.

BIO 410. Marine Biology

A survey of the common organisms associated with topical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes one week of on-campus study followed by one week of field and lab work at the Bermuda Biological Station for Research. There are additional costs involved in the Bermuda trip. Summer, as announced. Credit, 3 semester hours.

BIO 422. Evolution

Prerequisite: Consent of the Instructor.

An introduction to and analysis of the concepts of organic evolution, mutation, adaptation, selection, competition, and origin of species are considered. Fall. Three lectures weekly. Credit, 3 semester hours.

BIO 461. Animal Physiology

Prerequisites: CHM 300, 301; and BIO 371 recommended.

A study of physiological principles as they occur throughout the animal kingdom with special emphasis on mammals. A comprehensive study of the mechanisms involved in the maintenance of the homeostatic condition. Spring of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 472. Principles of Genetics

Prerequisites: CHM 100, MAT 107.

An introduction to the basic principles of heredity and molecular genetics. General aspects of human genetics are included. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours.

BIO 495. Biomedical Seminar

Prerequisite: Consent of Instructor.

A seminar series in which current biomedical research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Fall, Spring. Credit, 1 semester hour per semester with a limit of 4 hours.

BIO 499. Research in Biology

Restriction: Senior biology majors with a quality point average of 3.0 in the major.

Prerequisite: Consent of the instructor and approval of the research proposal by a committee composed of biology faculty.

Designed to provide the student with experience in the analysis and solution of problems in the areas of his major interests. The problems will be presented to the biology faculty in written form. Fall, Spring. Credit, 1 to 3 semester hours per semester with a limit of 6 hours.

BUSINESS ADMINISTRATION AND ECONOMICS*Chair:* JAMES J. BARDSLEY

GEORGE T. AMMONS

SHARON L. BELL

OLLIE BISHOP

JAMES R. FREDERICK

TERRY R. HUTCHINS

BRUCE W. MATTOX, SR.

ROBERT D. MAYNOR

MICHAEL L. MENEFEE

ROBERT D. MONTGOMERY

EDWARD L. POWERS

CAROLYN SPILLERS-ROBERTS*

JOSEPH E. SANDLIN

DOUGLAS W. SCHELL

DAVID D. WILLIAMS

*Business Education Coordinator

The Bachelor of Science degree may be earned in Business Administration, Business Education or Applied Science in Business Administration, with Business Administration majors concentrating in management, accounting, economics or office administration. The Business Education curriculum leads to North Carolina Teacher Certification (with Vocational Business Certification). The track in Office Administration is designed to prepare students for careers in office occupations and administrative work (e.g. administrative assistant, office manager, etc.). The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. In addition, the Department offers minors in Business Administration, Economics, and Office Administration.

Another departmental objective is to render service beyond the University and within the surrounding business community. Through a degree program in management in the University's Continuing Education Division, the Department serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

I. BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

BSBA Requirements:

| | |
|--|-----------------|
| University Orientation: | 1 semester hour |
| General Education: | 50 |
| Including: ECN 100 - Economic Perspectives | |
| MAT 107 - College Algebra | |
| MAT 118 - Finite Math | |
| BSBA Common Body of Knowledge: | |
| DSC 109 - Business Uses of Computers | |
| MGT 215 - Legal Environment of Business | |
| ACC 227 - Financial Accounting | |
| ACC 228 - Managerial Accounting | |
| DSC 313 - Business Statistics I | |
| DSC 314 - Business Statistics II | |
| BED 303 - Business Communications | |
| MGT 307 - Principles of Management | |
| MKT 312 - Principles of Marketing | |
| FIN 310 - Business Finance | |
| ECN 301 - Intermediate Micro-Economic Theory | |
| ECN 304 - Money and Banking | |
| MGT 441 - Operations Management | |
| MGT 466 - Business Policy | 42 |
| Concentration (27 hours for Accounting) | 12 |
| Electives (8 hours for Accounting) | 23 |
| | <hr/> |
| Total | 128 |

Concentrations (select one):

Management 12 hours from:

- 1. MGT 308 - Organizational Theory and Behavior
- 2. MGT 408 - Human Resource Management
- 3. MGT 410 - Small Business Management
- 4. MGT 411 - Small Business Institute Problems
- 5. MKT 405 - Retail Management
- 6. MKT 420 - Sales Management
- 7. MKT 450 - Marketing Research
- 8. DSC 365 - Management Science
- 9. DSC 413 - Management Information Systems
- 10. Economics or Finance elective

Economics 12 hours from:

- 1. ECN 206 - Economic Geography
- 2. ECN 330 - Public Finance
- 3. ECN 341 - U.S. Economic History
- 4. ECN 406 - Comparative Economic Systems
- 5. ECN 407 - Labor Economics
- 6. ECN 408 - Economic Development
- 7. ECN 411 - Development of Economic Thought
- 8. ECN 440 - International Trade
- 9. FIN 410 - Financial Management
- 10. FIN 418 - Investment Analysis and Portfolio Management

Office Administration All of the following 18 hours:

- 1. BED 202 - Keyboarding II
- 2. BED 214 - Advanced Shorthand
- 3. BED 305 - Office Machines
- 4. BED 410 - Small Business Management
- 5. BED 403 - Office Management (substitutes for MGT 307 in Common Body of Knowledge)
- 6. CMA 209 - Public Relations (substitutes for DSC 314 in Common Body of Knowledge)

Accounting All of the following 27 hours:

- 1. ACC 321 - Intermediate Accounting I
- 2. ACC 322 - Intermediate Accounting II
- 3. ACC 323 - Intermediate Accounting III
- 4. ACC 331 - Cost Accounting
- 5. ACC 417 - Income Tax I
- 6. ACC 418 - Income Tax II
- 7. ACC 421 - Advanced Accounting
- 8. ACC 450 - Not-for-Profit Accounting
- 9. ACC 458 - Auditing

II. BACHELOR OF SCIENCE IN BUSINESS EDUCATION
(Comprehensive Business Education Major - Area 1 Vocational Certification)
See p. 54 for Teacher Education requirements.

BSBE Requirements:

| | |
|--|-----------------|
| University Orientation | 1 semester hour |
| General Education: | 50 |
| Including: ECN 100 - Economic Perspectives | |
| CSC 202 - Microcomputer Programming | |
| Major Requirements: | |
| DSC 109 - Business Uses of Computers | |
| MGT 215 - Legal Environment of Business | |
| ACC 227 - Financial Accounting | |
| ACC 228 - Managerial Accounting | |
| BED 202 - Keyboarding II | |
| BED 209 - Introduction to Business | |
| BED 214 - Advanced Shorthand | |
| BED 303 - Business Communications | |
| BED 305 - Office Machines | |
| BED 403 - Office Management | |
| BED 441 - Secretarial Internship II | |
| BED 450 - Principles of Business Education | |
| BED 460 - Administration of Business Education | 37 |
| Professional Education Requirements: | |
| EDN 227, 308, 350, 419, 430, 448, BED 400 | 22 |
| Academic Concentration | 18 |
| Total | 128 |

III. BACHELOR OF SCIENCE IN APPLIED SCIENCE IN BUSINESS ADMINISTRATION

This program can be utilized by transfer students who have already completed a Business degree from a community college. A student in this program does not select a concentration.

BSAS Requirements:

| | |
|--|-------------------|
| General Education (Equivalent courses already taken at a community college will substitute for the PSU requirement. However, an equivalent number of hours must be taken in the Business Department with the approval of the BSAS advisor) | 50 semester hours |
| Credit for Associate degree in Business | 60 |
| Business Administration Requirements (Specific courses from BSBA common body of knowledge requirements to be determined by BSAS advisor) | 18 |
| Total | 128 |

IV. MINOR IN BUSINESS ADMINISTRATION (18 HOURS)

| | | |
|-------------------|--------------------------|---------|
| ACC 227 | Financial Accounting | 3 hours |
| MGT 307 | Principles of Management | 3 |
| MKT 312 | Principles of Marketing | 3 |
| FIN 310 | Business Finance | 3 |
| ECN 100 | Economic Perspectives | 3 |
| Business Elective | | 3 |

MINOR IN ECONOMICS (18 hours)

| | | |
|---------|---|---|
| ECN 100 | Economic Perspectives (General Education) | 3 |
| ECN 304 | Money and Banking | 3 |
| ECN 301 | Intermediate Micro-Economic Theory | 3 |

Three courses from:

| | | |
|---------|------------------------------|---|
| ECN 330 | Public Finance | 3 |
| ECN 341 | U.S. Economic History | 3 |
| ECN 406 | Comparative Economic Systems | 3 |
| ECN 407 | Labor Economics | 3 |
| ECN 408 | Economic Development | 3 |
| ECN 440 | International Trade | 3 |

MINOR IN OFFICE ADMINISTRATION (18 hours)

| | | |
|---------|----------------------------|---|
| BED 201 | Keyboarding I | 3 |
| BED 213 | Beginning Shorthand | 3 |
| BED 209 | Introduction to Business | 3 |
| BED 305 | Office Machines | 3 |
| BED 403 | Office Management | 3 |
| DSC 109 | Business Uses of Computers | 3 |

COURSES

ACCOUNTING (ACC)

ACC 227. Financial Accounting

Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Fall, Spring. Credit, 3 semester hours.

ACC 228. Managerial Accounting

Prerequisite: ACC 227

An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. Fall, Spring. Credit, 3 semester hours.

ACC 321. Intermediate Accounting I

Prerequisite: ACC 227

A study of financial accounting theory and procedures. Includes time value of money, and in-depth analysis of asset accounts. Fall. Credit, 3 semester hours.

ACC 322. Intermediate Accounting II

Prerequisite: ACC 321

A continuation of ACC 321. Includes in-depth study of liability and capital accounts, revenue recognition. Spring. Credit, 3 semester hours.

ACC 323. Intermediate Accounting III

Prerequisite: ACC 321

A continuation of ACC 321. Includes an in-depth study of pensions, leases, accounting changes, and financial statement preparation and analysis. Spring. Credit, 3 semester hours.

ACC 331. Cost Accounting

Prerequisite: ACC 228

Cost determination and analysis, cost control, and cost-based decision making. Included are such topics as job order and process costing systems, application of factory overhead, and responsibility accounting. Fall. Credit, 3 semester hours.

ACC 417. Income Tax I

Prerequisite: ACC 227

Federal income taxes as applied to individuals and sole proprietorships. Includes an overview of the tax system, and the effect that tax law has on individual economic decisions. Fall. Credit, 3 semester hours.

ACC 418. Income Tax II

Prerequisite: ACC 417

Federal income tax laws applicable to partnerships, corporations, estates, and trusts. Spring. Credit, 3 semester hours.

ACC 421. Advanced Accounting

Prerequisite: ACC 323

Mergers and acquisitions accounting as well as preparation of consolidated statements after acquisition. Special accounting problems in consolidated financial statements, partnerships pension funds, fund accounting, and fiduciary accounting. Fall. Credit, 3 semester hours.

ACC 450. Not-For-Profit Accounting

Prerequisite: ACC 227

Study of accounting principles unique to not-for-profit organizations as prescribed by generally accepted accounting principles and the Governmental Accounting Standards Board. Spring. Credit, 3 semester hours.

ACC 458. Auditing

Prerequisite: ACC 323

A study of the theory and application of generally accepted auditing standards used in the examination of financial statements. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. Fall. Credit, 3 semester hours.

BUSINESS EDUCATION (BED)**BED 201. Keyboarding I**

The development of fundamental skills of typewriting including: the touch system of typing with a mastery of the keyboard, the ability to accurately type business and personal letters, reports, and tabulation problems, the ability to apply correct English usage to typewritten materials, and the development of skills necessary for all sections and functions of the computer keyboard. Fall. Credit, 3 semester hours.

BED 202. Keyboarding II

Prerequisite: BED 201

Further emphasis on basic typewriting and keyboarding skills. The development of skills in the areas of duplicating, preparation of office forms, business letters, manuscripts, compositions, and other forms of business correspondence. Spring. Credit, 3 semester hours.

BED 209. Introduction to Business

Descriptive survey of functional areas of business. Economics, management, marketing, finance and credit, accounting, and business law. Fall. Credit, 3 semester hours.

BED 213. Beginning Shorthand

Fundamental principles of Gregg shorthand with special emphasis on accuracy, speed, and the ability to construct outlines on unfamiliar words under the stress of dictation. Mastery of principles of Gregg Shorthand. Three lectures and two laboratories weekly. Fall. Credit, 3 semester hours.

BED 214. Advanced Shorthand

Prerequisite: BED 213 or consent of professor

Second course in shorthand, consisting of rapid dictation and transcription. Ability to take dictation at the rate of 90 to 100 words per minutes. Extend student's knowledge of the basic nonshorthand elements of transcription. Three lectures and two laboratories weekly. Spring. Credit, 3 semester hours.

BED 303. Business Communications (CMA 303)

Development of skill in the fundamentals of oral business communication, and detailed study of principles of effective business writing. Students make oral presentations and write business communications. Fall, Spring. Credit, 3 semester hours.

BED 305. Business Machines

Prerequisite: BED 201

Development of vocational proficiency on the following machines: electronic calculator competency in business math covering percents, interest, discounts, merchandising calculations, payroll records, annuities, stocks and bonds, and consumer credit, dictation and transcription equipment, stencil and fluid duplicators, and word processors. Spring. Credit, 3 semester hours.

BED 400. Methods of Teaching Business Education

Purposes, methods, materials, techniques, and evaluation procedures in business education. Preparation of teaching plans and materials. Fall, Spring. Credit, 3 semester hours.

BED 403. Office Management

Planning, organizing, staffing, and controlling required for the administration of the modern business office. Fall or Spring. Credit, 3 semester hours.

BED 440. Secretarial Internship I

Prerequisite: BED 202, 214

Supervised work experience in cooperating business offices, whereby student develops and refines occupational competencies. One semester hour is granted for 125 hours of on-the-job work. Fall, Spring. Credit, 1 semester hour.

BED 441. Secretarial Internship II

Prerequisite: BED 202, 214, 440

Supervised work experience in cooperating business offices, whereby student develops and refines occupational competencies. One semester hour is granted for 125 hours of on-the-job work. Fall, Spring. Credit, 1 semester hour.

BED 450. Principles of Business Education

Aims and objectives of business education. Evaluation of various business curricula in relation to modern education philosophy, trends and problems in business education, and findings in research in business education. Three lectures weekly. Fall. Credit, 3 semester hours.

BED 460. Administration of Business Education

Study of the leadership functions in business and office education at the federal, state, and local levels; planning and organizing Business and Office Education Programs at the secondary school; procedures for organizing youth organizations; and coordinating cooperative business education programs. Fall or Spring. Credit, 3 semester hours.

DECISION SCIENCE (DSC)**DSC 109. Business Uses of Computers**

An introduction to the uses of microcomputers in business. Primary emphasis on spreadsheet analysis. Also includes DOS, wordprocessing, database management. Fall, Spring. Credit, 3 semester hours.

DSC 313. Business Statistics I

Prerequisite: MAT 107, 118

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, and probability distributions. Fall, Spring. Credit, 3 semester hours.

DSC 314. Business Statistics II

Prerequisite: DSC 313

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Fall, Spring. Credit, 3 semester hours.

DSC 365. Management Science

Prerequisite: DSC 314, MGT 307

The application of mathematical concepts to the solution of management problems. Topics include linear programming, decision theory, optimization, queuing theory, and transportation modeling. As Announced. Credit, 3 semester hours.

DSC 413. Management Information Systems

Prerequisites: DSC 109, MGT 307

Introductory examination of the role of information systems in the support of managerial decisions. Communications theory, electronic storage systems, data base accumulation. As Announced. Credit, 3 semester hours.

DSC 444. Microcomputer Practicum

Prerequisites: DSC 109 and consent of practicum coordinator

Primary responsibility of student is to provide classroom teaching assistance to instructor in DSC 109. Student is also expected to complete a program of study in advanced computer applications. Fall, Spring. Credit, 3 semester hours.

ECONOMICS (ECN)**ECN 100. Economic Perspectives**

Economic thinking applied to persistent economic problems and issues in a market economy. Emphasis on implications for government policy rather than on the underlying theory. Topics include: the nature of an economic system, demand and supply, monopolies, pollution and public goods, ethics and law, unemployment, inflation, the Federal Reserve System and money. Fall, Spring. Credit, 3 semester hours.

ECN 206. Economic Geography (GGY 206)

Location, development, and distribution of major industries, agricultural products, and economic services. As Announced. Credit, 3 semester hours.

ECN 301. Intermediate Micro-Economic Theory

Prerequisite: ECN 100

Price determination, income distribution, consumer behavior, resource allocation, and the theory of the firm. Fall, Spring. Credit, 3 semester hours.

ECN 304. Money and Banking

Prerequisite: ECN 100

A study of financial institutions and their role in the economy. The analysis includes the Keynesian macroeconomic model and the effects of money and credit on national income, prices, and interest rates. Fall, Spring. Credit, 3 semester hours.

ECN 330. Public Finance (PLS 331)

Prerequisite: ECN 100

A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. As Announced. Credit, 3 semester hours.

ECN 341. U. S. Economic History (HST 341)

Prerequisite: Permission of instructor

A study of the United States economy from colonization to the present. Spring. Credit, 3 semester hours.

ECN 406. Comparative Economic Systems

Prerequisite: ECN 100

A comparative study of alternative economic systems, including communism, socialism, and capitalism. As Announced. Credit, 3 semester hours.

ECN 407. Labor Economics

Prerequisite: ECN 100

Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. As Announced. Credit, 3 semester hours.

ECN 408. Economic Development

Prerequisite: ECN 100

Analysis of economic and social problems of underdeveloped regions. Theories and strategies of economic growth and development designed to accelerate solutions to these problems. As Announced. Credit, 3 semester hours.

ECN 411. Development of Economic Thought

Prerequisite: ECN 100

A basic course in the development of economic theories and doctrines, ranging from the ancient Greeks to the present day. As Announced. Credit, 3 semester hours.

ECN 440. International Trade

Prerequisite: ECN 100

An introductory analysis of international trade relations, the nature of a country's imports and exports, costs and benefits of trade protectionism, the role of trade in the domestic economy, balance of payments, and the determination of exchange rates. As Announced. Credit, 3 semester hours.

FINANCE (FIN)**FIN 310. Business Finance**

Prerequisite: ACC 227

Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Fall, Spring. Credit, 3 semester hours.

FIN 410. Financial Management

Prerequisite: FIN 310

Finance from the viewpoint of the financial manager. This course introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital budgeting investment decisions, and strategic bond and stock valuations. As Announced. Credit, 3 semester hours.

FIN 418. Investment Analysis and Portfolio Management

Prerequisite: FIN 310

Equity and debt securities as investments, the organization and functions of the capital market, and the analysis and evaluation of securities and portfolios. As Announced. Credit, 3 semester hours.

MANAGEMENT (MGT)

MGT 215. Legal Environment of Business

The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization. Fall, Spring. Credit, 3 semester hours.

MGT 307. Principles of Management

Introductory study of the decision-making process relevant to the planning, organizing, leading, and controlling of profit and not-for-profit organizations. Fall, Spring. Credit, 3 semester hours.

MGT 308. Organizational Theory and Behavior

Prerequisite: MGT 307

Study of behavioral science concepts as they apply in organizational settings. Issues discussed include individual behavior, group behavior, leadership, motivation, and organizational design/development. As announced. Credit, 3 semester hours.

MGT 408. Human Resource Management

Prerequisite: MGT 307

Application of behavioral science concepts in the development of hiring, training, and compensation policies relevant to the management of people at work. As Announced. Credit, 3 semester hours.

MGT 410. Small Business Management

Prerequisites: MGT 307, MKT 312, FIN 310

Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance, marketing, operations, and accounting as they apply to owning and operating a small business. Fall. Credit, 3 semester hours.

MGT 411. Small Business Institute Problems

Prerequisites: MGT 307, MKT 312, FIN 310, (MGT 410 desirable, but not required).

Project-oriented course in which teams, under the supervision of the instructor, provide consulting assistance to individuals who are starting a new business or currently operating a small business. Emphasis is placed on integration and application of business concepts to actual business situations. Limited enrollment. Spring. Credit, 3 semester hours.

MGT 441. Operations Management

Prerequisites: DSC 314, MGT 307

Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed. Fall, Spring. Credit, 3 semester hours.

MGT 466. Business Policy

Prerequisites: MGT 307, MKT 312, FIN 310, Senior standing

Course integrates knowledge from functional areas through analysis of complex business problems. Case approach requires student involvement in decision making. Fall, spring. Credit, 3 semester hours.

MGT 480. Management Internship

Prerequisites: Written Proposal and Consent of Department Chairman

A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student must keep extensive diary of work experiences, and submit frequent reports to academic supervisor. Fall or Spring, contingent on faculty availability. Credit, 3 semester hours. Pass/Fail.

MARKETING (MKT)**MKT 312. Principles of Marketing**

An introductory course in basic marketing principles is viewed from the perspective of a marketing manager. Topics covered include: the marketing concept, product analysis, consumer behavior, channels of distribution, pricing, promotion, international marketing, and marketing's role in society. Fall, Spring. Credit, 3 semester hours.

MKT 405. Retail Management

Prerequisite: MKT 312

Study of retail structure and organization. Analysis of major store functions including buying, selling, pricing, advertising, and inventory control. As Announced. Credit, 3 semester hours.

MKT 420. Sales Management

Prerequisite: MKT 312

Management of external sales organization including sales representative selection and training, sales planning, sales incentives, and territory design. As Announced. Credit, 3 semester hours.

MKT 450. Marketing Research

Prerequisite: DSC 314 and MKT 312

A study of the application of research methods, both quantitative and qualitative, in the collection of marketing information and the development of marketing strategy. Applied marketing research studies are examined from the perspectives of planning, designing, executing, and interpreting. As Announced. Credit, 3 semester hours.

COMMUNICATIVE ARTS

Chair: THOMAS J. LEACH

NANCY W. BARRINEAU
 ROBERT BRITTON
 MONIKA BROWN
 MAXWELL COURSON
 JON DRTINA
 CHESTER I. JORDAN
 JOSEF L. MANDEL
 CHARLES B. MOORE
 C. DOUGLAS NORMAN
 SARA OSWALD
 OSCAR PATTERSON, III

ROBERT W. REISING
 RAYMOND J. RUNDUS
 ALFRED M. SHEFFIELD
 DENNIS H. SIGMON²
 SHELBY D. STEPHENSON
 SANDRA M. STRATIL*
 PATRICIA D. VALENTI
 RICHARD R. VELA¹
 DANA WASHINGTON
 ANN F. WELLS
 RUDY D. WILLIAMS³
 CHRISTOPHER ZINK

*College Opportunity Program

¹Director of Composition²English Education Coordinator³Graduate English Education
Coordinator

The Communicative Arts Department of Pembroke State University exists for the common good of its students, of the campus community, and of a rational and humane society. To serve these purposes, the Department attempts to offer distinctive, realistically conceived, and well-executed programs for (1) the General Education student, to whom a wide choice of courses is available; (2) the Communicative Arts Major in four areas; (3) the Foreign Language student (French, Spanish, and German); (4) the student seeking North Carolina Teacher Certification in English (program approved by NCTE); (5) the student majoring in another subject area who wishes to develop a minor in the Communicative Arts Department or simply to choose an elective or two; and (6) the in-service teacher seeking post-graduate work in English Education; see the Graduate Program Section of this catalog for a description of the M.A. Ed. (English Education) program and individual courses. The Department recognizes that each program has a different philosophy and different objectives and seeks to make the student responsive to the philosophy and objectives of the student's particular program.

Information is available in the Department office about advisement and screening procedures for Communicative Arts majors. Also available is information about developing minors in French, Journalism, Language, Literature, Public Relations Communications, Speech, Theatre, and Writing. These are offered to Communicative Arts majors as well as to students majoring in other areas.

Pembroke Magazine, housed in the Department of Communicative Arts and founded in 1969 by the late Norman Macleod while at Pembroke State University, focuses on North Carolina national, and international writers. It publishes both beginning and established writers.

The University operates WPSU-TV, a public television facility serving 2.3 million people. All students majoring in Broadcasting are expected to work at the facility. WPSU-TV is staffed by university students under the direction of the Director of Telecommunications. Positions are not limited to Broadcasting students, however; all qualified students are encouraged to apply. Programs produced include news, entertainment, public affairs, and sports.

The Communicative Arts Department recommends that all of its majors study a foreign language throughout their college careers; six semester hours are required.

CMA 105 (Composition I) and CMA 106 (Composition II) are prerequisite to all 200-level “core” courses and all required major courses except for CMA 250 (Introduction to Theatre).

All full-time students must enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both CMA 105 and CMA 106, the six-hour required sequence.

ENGLISH EDUCATION

The English Education program helps prospective teachers develop a personal philosophy of teaching as it attempts to help them become effective teachers of writing, reading, speaking, listening, and viewing. It hopes to explain the futility of teaching any facet of English in isolation and to inspire prospective teachers to be creative, original, willing, positive, untiring, and resilient.

Two courses required for certification constitute the core of the program: EED 379 and 384 (for Middle Grades Language Arts and Secondary English Certification). While up to four semester hours of experiential-learning credit may be earned in EED 399 (Practicum in Composition Tutoring), three semester hours in “practicum” courses are required in English Education (9-12), chosen from tutoring, play production, yearbook production, and newspaper production. The program has been approved by the National Council for Teachers of English.

A Master’s degree in English Education is also available from Pembroke State University: see **Graduate Programs** section.

Requirements for a Bachelor of Arts Degree in Communicative Arts:
English Education Major (Teacher Certification)

| | Sem. Hrs. |
|---|-------------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | |
| “Core” Major Courses: CMA 100 or 101 and six semester hours of the same foreign language | 9 |
| Required Upper-Division Major Courses: | |
| ENG 205, 206, 221, 246, 302, 346, 370, 371, 457, and 465, 466, 467, or 468; EED 379 and 384 | 36 |
| Three hours chosen from THE 162-163; 164-165; 234-235; JRN 182-183; 191-92 and EED 399 | 3 |
| Professional Education Requirements: EDN 227, 308, 350 419, 430, 448; EED 400 | 22 |
| Electives | <u>7-16</u> |
| Total | 128 |

*Students who plan a major in English Education should consult with the Coordinator of Undergraduate English Education in the Department of Communicative Arts prior to registering for General Education courses. Students must meet all requirements for Teacher Education programs (See p. 54).

LITERATURE

Requirements for a Bachelor of Arts Degree in Communicative Arts:
Lanugage and Literature

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Core Courses | |
| CMA 100-Interpersonal Communication | |
| or | |
| CMA 101-Fundamentals of Speech | |
| ENG 205 & CMA 206-World Literature I, II | |
| Six hours of Foreign Language | 15 |
| Major Courses | |
| ENG 221-Major American Authors | |
| ENG 246-Major British Authors | |
| ENG 302-Literary Analysis and Interpretation | |
| ENG 457-Shakespeare | |
| ENG 465, 466, 467, or 468; Seminar in Literature | 15 |
| Nine semester hours from the following: | |
| ENG 342-British Novel | |
| ENG 343-American Novel | |
| ENG 354-Modern Drama | |
| ENG 366-Modern Poetry | 9 |
| Elective Courses | |
| Six semester hours from the following: | |
| ENG 277-Creative Writing I | |
| ENG 346-Aspects of the English Language | |
| ENG 370-Advanced Composition | |
| ENG 371-Modern English Grammar | |
| ENG 423 or 424-Special Topics in American English | |
| Electives | 32 |
| Total | 128 |

*Students who plan a major in Literature should consult with the Department Chairman prior to registering for General Education Courses.

THEATRE ARTS

Requirements for Bachelor of Arts Degree in Communicative Arts: Dramatic Literature and Performance

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirement* | 50 |
| Major Requirements | |
| "Core" Major Courses: CMA 100 or 101; ENG 354 and 457; six semester hours of foreign language | 15 |
| THE 201, Elementary Acting | |
| THE 233, Stagecraft | |
| THE 250, Introduction to Theatre; | |
| THE 353, Theater Management; | |
| THE 360, History of the Theatre: the Beginning to 1642: | |
| THE 361, History of the Theatre: 1642 to the Present: and | |
| THE 162, 163, 262 - Play Production | 21 |
| Twelve hours of major courses from the following: THE 263-463, 164, 165, 234, 235, 301, 304, 315, 322, 323, 331, 333, 334, 401, 453, 454 | 12 |
| Electives | <u>29</u> |
| Total | 128 |

CONTRACTED MAJORS: MASS COMMUNICATIONS, ARTS MANAGEMENT, AND OTHERS

The Department of Communicative Arts offers several special contracted majors.

Mass Communications at Pembroke State University covers the areas of Broadcasting, Journalism, and Public Relations. The program is part of the Contracted Degree Major in the Department of Communicative Arts. Students who elect to participate in this program receive contracted academic courses in the specific field selected—Broadcasting, Journalism, or Public Relations Communications—as well as the opportunity to become involved with WPSU-TV, the University's public affairs television station, or The Pine Needle, the campus newspaper.

Students enrolled in the Mass Communication program take 15 hours of "core" major courses, including Speech Communication and Foreign Language. Courses in the specific area—Broadcasting Journalism, or Public Relations—require an additional 36 semester hours. Broadcasting and Public Relations students are expected to complete a professional internship as part of their program of study.

Other Contracted Majors are available, including Arts Management and individually designed majors. For more information, consult the Chairman of the Department of Communicative Arts. A major in Theatre Education is awaiting approval from the North Carolina State Department of Public Instruction.

**Requirements for a Bachelor of Arts Degrees in Communicative Arts:
Contracted Major (Broadcasting, Journalism, Public Relations
Communication, Arts Management, etc.)**

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| “Core” Major Courses: CMA 100 or 101; six semester hours of 200-level literature; (from ENG 203, 205, 206); six semester hours of foreign language | 15 |
| Contract Core: CMA 210, 405, 436** | 9 |
| Twenty-four semester hours of “Contracted” major courses (see Department publications for specific requirements in certain of the contracted majors) | 24 |
| CMA 455, Directed Studies Seminar | 3 |
| Electives | <u>26</u> |
| Total | 128 |

*Students who plan a major in one of the “Contracted” majors should consult with the Department Chairman prior to registering for General Education courses.
**This Core does not apply to the Arts Management area, which has a 33-hour contract.

Academic Concentration in Communicative Arts

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Department of Communicative Arts offers an Academic Concentration of 24 hours. This Academic Concentration is available to other students, regardless of major.

- 1. “Core” Courses9 hours
 - a. a speech course (3 hours): choose one
 - CMA 100 - Interpersonal Communication
 - CMA 101 - Fundamentals of Speech
 - b. a 200-level General Education literature course (3 hours): choose one
 - ENG 203 - Introduction to Literature,
 - ENG 205 - World Literature I,
 - ENG 206 - World Literature II
 - c. a 200-level “major authors” course (3 hours): choose one
 - ENG 221 - Major American Authors
 - ENG 246 - Major British Authors
- 2. a 200-level literature elective (any course not taken under 1).....3 hours
(for approved electives see advisor or Communicative Arts Department)
- 3. a 300-level language course: choose one3 hours
 - ENG 346 - Aspects of the English Language
 - ENG 371 - English Grammar
 - ENG 423 or 424 - Special Topics in American English
- 4. a 200/300-level writing course: choose one.....3 hours
 - JRN 240 - Newswriting and Reporting I
 - ENG 277 - Creative Writing I
 - ENG 305 - Feature Writing
 - ENG 309 - Editorial Writing
 - ENG 370 - Advanced Composition

- 5. a 300/400 level literature course: choose one.....3 hours
 - ENG 342 - The British Novel
 - ENG 343 - The American Novel
 - ENG 354 - Modern Drama
 - ENG 366 - Modern Poetry
 - ENG 457 - Shakespeare
 - ENG 465, 466, 467, or 468 - Seminar in Literature
- 6. a 300/400 level departmental elective (any course not taken under 3, 4, 5).....3 hours
(for approved electives see advisor or Communicative Arts Department)
- TOTAL 24 hours

Requirements for Middle Grades Language Arts Certification

- 1. ENG 205 World Literature I or CMA 206 World Literature II
- 2. ENG 221 Major American Authors
- 3. ENG 246 Major British Authors
- 4. *EED 379 The Teaching of Writing and Speech (6-12)
- 5. *EED 384 Literature for Adolescents (6-12)
- 6. *EDN 425 Classroom Diagnosis of Reading Difficulties
- 7. ENG 371 English Grammar
- 8. CMA 100 Interpersonal Communication or CMA 101 Fundamentals of Speech
- 9. ENG 346 Aspects of the English Language
- 10. one 300- or 400-level literature course from the following:
 - ENG 302 Literary Analysis and Interpretation
 - ENG 342 The British Novel
 - ENG 343 The American Novel
 - ENG 354 Modern Drama
 - ENG 366 Modern Poetry
 - ENG 457 Shakespeare
 - ENG 465, 466, 467, or 468 Seminar in Literature

*Courses that are not already included in the Communicative Arts Concentration.

Students planning to major in Middle Grades Education (6-9), with a Language Arts Concentration, should consult with the Coordinator of Undergraduate English Education in the Department of Communicative Arts. Checksheets for the program can be obtained from the department secretary.

MINOR PROGRAMS

Each Communicative Arts Minor consists of 18 hours selected from courses listed under the Minor Program. Six of these hours may be “duplicated”—see Department Chair for information.

Options for a Minor in French

| | |
|--------------|-------------------------------------|
| FRN 132 | Elementary French |
| FRN 231, 232 | Intermediate French |
| FRN 255, 256 | French Conversation and Composition |
| FRN 321, 322 | Survey of French Literature |
| FRN 361 | French Civilization and Culture |
| FRN 451 | Study Abroad: Study Tour of France |

Options for a Minor in Language

| | |
|---|--|
| CMA 100 | Interpersonal Communication |
| CMA 101 | Fundamentals of Speech |
| CMA 102 | Fundamentals of Voice and Diction |
| CMA 212 | Vocabulary Building |
| CMA 242 | English Usage |
| CMA 243 | Sentence Mastery |
| CMA 315 | Advanced Voice and Diction |
| ENG 323 | Special Topics In |
| or 324 | American English |
| ENG 346 | Aspects of the English Language |
| ENG 370 | Advanced Composition |
| ENG 371 | English Grammar |
| CMA 455 | Directed Studies Seminar |
| CSC 100 | *Introduction to Computer Science |
| CSC 200 | *Introduction to Computer Programming—FORTRAN |
| CSC 201 | *Introduction to Computer Programming—COBOL |
| PSY 422 | Seminar on Psycholinguistics: Psychology of Language |
| 3-6 hours of French or Spanish | |
| *3-6 hours of Computer Science allowed. | |

Options for a Minor in Journalism

| | |
|--------------------------------------|-----------------------------|
| *6 hours of Journalism courses from: | |
| JRN 240 | Newswriting and Reporting I |
| JRN 350 | Feature Writing |

| | |
|---------|--------------------------------|
| JRN 309 | Editorial Writing |
| JRN 317 | History of American Journalism |
| JRN 390 | Internship in Journalism I |

12 hours selected from:

| | |
|---------|-------------------------------------|
| PRE 209 | Public Relations |
| CMA 210 | Introduction to Mass Communications |
| CMA 211 | Spelling |
| CMA 212 | Vocabulary Building |
| CMA 242 | English Usage |
| CMA 243 | Sentence Mastery |
| CMA 244 | Punctuation |
| ENG 277 | Creative Writing I |
| JRN 306 | News Editing and Typography |
| ENG 308 | Literary Journalism |
| BRD 313 | Broadcast Copywriting |
| ENG 370 | Advanced Composition |
| PRE 214 | Photography for Public Relations |

Options for a Minor in Literature

| | |
|------------------------|---------------------------------------|
| ENG 203 | Introduction to Literature |
| ENG 204 | Mythology of All Peoples |
| ENG 205 | World Literature I |
| ENG 206 | World Literature II |
| ENG 207 | Studies in Literature |
| ENG 220 | American Indian Literature |
| ENG 221 | Major American Authors |
| ENG 246 | Major British Authors |
| ENG 302 | Literary Analysis and Interpretation |
| ENG 342 | The British Novel |
| ENG 343 | The American Novel |
| ENG 354 | Modern Drama |
| ENG 366 | Modern Poetry |
| ENG 450 | Seminar in American Indian Literature |
| ENG 457 | Shakespeare |
| ENG 465, 466, 467, 468 | Senior Seminar in Literature |
| FRH 321, 322 | Survey of French Literature |

At least six of the twelve unduplicated hours must come from 300- or 400-level courses.

**Options for a Minor in
Public Relations Communication**

| | |
|-------------------|--|
| CMA 100 <i>or</i> | Interpersonal Communication |
| 101 | Fundamentals of Speech |
| PRE 209 | Public Relations |
| CMA 210 | Introduction to Mass Communications |
| PRE 214 | Photography in Public Relations |
| JRN 240 | Newswriting and Reporting I |
| JRN 305 | Feature Writing |
| BRD 316 | Television Production |
| PRE 350 | Organizational Communications |
| PRE 407 | Public Relations Media |
| PRE 409 | Advanced Public Relations Communication |

Options for a Minor in Spanish

| | |
|--------------|--|
| SPN 132 | Elementary Spanish |
| SPN 231, 232 | Intermediate Spanish |
| SPN 255 | Conversation & Composition |
| SPN 321, 322 | Survey of Literature of Latin America I, II |
| SPN 331, 332 | Survey of Literature of Spain I, II |
| SPN 361 | Civilization and Culture of Latin America |
| SPN 362 | Civilization and Culture of Spain |

Options for a Minor in Speech

| | |
|---------|--------------------------------------|
| CMA 100 | Interpersonal Communication |
| CMA 101 | Fundamentals of Speech |
| CMA 102 | Fundamentals of Voice and Diction |
| THE 201 | Elementary Acting |
| PRE 209 | Public Relations |
| CMA 213 | Pronunciation |
| CMA 315 | Advanced Voice and Diction |
| CMA 316 | Television Production |
| CMA 358 | Discussion and Debate |

Options for a Minor in Writing

| | |
|----------------------------|---|
| CMA 211 | Spelling |
| CMA 212 | Vocabulary Building |
| CMA 242 | English Usage |
| CMA 243 | Sentence Mastery |
| CMA 244 | Punctuation |
| ENG 277 | Creative Writing I |
| ENG 302 | Literary Analysis and Interpretation |
| ENG 346 | Aspects of the English Language |
| ENG 370 | Advanced Composition |
| ENG 377 | Creative Writing II |
| ENG 426 | Creative Writing Workshop |
| CMA 455 | Directed Studies Seminar |
| EED 379 | The Teaching of Writing and Speech (6-9, 9-12) |
| 3 hours of Journalism from | |
| JRN 240 | Newswriting and Reporting I |
| ENG 305 | Feature Writing |
| ENG 309 | Editorial Writing |
| JRN 340 | Newswriting and Reporting II |

Options for a Minor in Theatre

| | |
|---|--------------------------------|
| THE 162-463 | *Play Production |
| THE 164 | **Stage Make-up |
| THE 165 | **Costumes for the Actors |
| THE 201 | Elementary Acting |
| THE 233 | Stagecraft |
| THE 234 | **Scene Design |
| THE 235 | **Stage Management |
| THE 250 | Introduction to the Theater |
| THE 301 | Advanced Acting |
| CMA 315 | Advanced Voice and Diction |
| THE 322, 323 | Special Topics in Theatre |
| THE 331 | Play Direction |
| THE 333 | Lighting |
| THE 353 | Theatre Management |
| THE 360, 361 | History of the Theatre |
| THE 401 | Advanced Acting II |
| Participation in at least two University Theatre Productions is required | |

*One hour credit—up to four hours
allowed.

**One hour credit—Half semester course.

COURSES

I. COMMUNICATIONS COURSES (CMA)

CMA 100. Interpersonal Communication

Interpersonal communication behaviors that influence interpersonal relationships. Emphasis on developing personal skills and attitudes in one-to-one relationships and small groups. Fall, Spring, Summer. Credit, 3 semester hours.

CMA 101. Fundamentals of Speech

Introduction to the fundamentals of public speaking for the beginning student. Based on classical theory and practice. Fall, Spring, Summer. Credit, 3 semester hours.

CMA 102. Fundamentals of Voice and Diction

Introduction to the fundamentals of Voice and Diction for the beginning student. The course consists of practical exercises designed to introduce the student to General American Speech. Fall, Spring, Summer. Credit, 3 semester hours.

CMA 104. Written Communication Skills

Required for students who do not pass the freshman writing sample and all students entering the College Opportunity Program. Study and practice of basic elements of the writing process with special emphasis on prewriting techniques and editing for correctness; extensive practice in short forms including sentences, paragraphs and short essays. Pass/Fail grading. Fall, Spring Summer. Credit, 3 semester hours (will not count toward graduation requirements).

CMA 105. Composition I

Prerequisite: Passing grade on the freshman writing sample or passing grade in CMA 104.

Practice in prewriting, organizing, drafting, revising, and editing; emphasis on personal and informative writing using various strategies appropriate to college assignments. A 750-1000 word informative paper using written sources will be required. Fall, Spring Summer. Credit, 3 semester hours.

CMA 106. Composition II

Prerequisite: "C" grade or better in CMA 105.

Practice in critical reading in the disciplines; research skills using various writing strategies, with and emphasis on analysis and argumentation. A 1500-2000 word argumentative/persuasive research paper will be required. Fall, Spring, Summer. Credit, 3 semester hours.

CMA 210. Introduction to Mass Communications

Examination of channels used to communicate with mass audiences in the United States, with emphasis on changes in newspaper, network radio, network television, and magazines since 1920. Fall, Summer. Credit, 3 semester hours.

CMA 211. Spelling

Prerequisite: "C" grade or better in both CMA 105 and 106.

A review of major spelling rules in English, with special attention to particular words that often give difficulty. Attention to techniques to aid memorization of particular problem words. Fall. Credit, 1 semester hour.

CMA 212. Vocabulary Building

Prerequisite: "C" grade or better in both CMA 105 and 106.

A study of methods of vocabulary enrichment (such as association by sound, appearance, meaning, and knowledge of common root, prefix, and suffix meanings). Specific words will be studied. Fall. Credit, 1 semester hour.

CMA 213. Pronunciation

Prerequisite: "C" grade or better in both CMA 105 and 106.

An intensive course to improve students' competence and confidence in oral use of language. Word attack skills and specific problem words included. Fall. Credit, 1 semester hour.

CMA 242. English Usage

Prerequisite: "C" grade or better in both CMA 105 and 106.

Intensive review of parts of speech and their use in the sentence. Study of punctuation forms. Analysis of verb problems and errors that obscure meaning or distract readers. Spring. Credit, 1 semester hour.

CMA 243. Sentence Mastery

Prerequisite: "C" grade or better in both CMA 105 and 106.

Practice in imitating various sentence structures to add variety and impact to writing. Spring. Credit, 1 semester hour.

CMA 244. Punctuation

Prerequisite: "C" grade or better in both CMA 105 and 106.

Study of specific punctuation rules and their application, with particular emphasis on commas, semicolons, and apostrophes. Spring. Credit, 1 semester hour.

CMA 303. Business Communications (BED 303)

Development of skill in the fundamentals of effective communication and detailed study of principles and application of business letters and business writing, including business reports and other forms of business communication. Fall, Spring. Credit, 3 semester hours.

CMA 315. Advanced Voice and Diction

Prerequisites: CMA 102 or permission of instructor.

An in-depth study of voice production and articulation. A detailed study of the International Phonetic Alphabet will provide means of refining and expanding communication skills. Fall, Spring, Summer. Credit, 3 semester hours.

CMA 358. Discussion and Debate

An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced. As announced. Credit, 3 semester hours.

CMA 405. Law and Ethics in Public Communications

Legal and ethical considerations as they apply to the daily work of media practitioners. Emphasis on codes of ethics, professional codes, and state, federal, and local law. As announced. Credit, 3 semester hours.

CMA 436. Mass Communication Research: Tactics and Strategies

Examination of the critical role of information gathering and reporting in the field of Mass Communications. Emphasis on information acquisition, ethical information utilization, and preparing a publishable paper on a selected topic. Fall. Credit, 3 semester hours.

CMA 455. Directed Studies Seminar

Required of all contracted majors. Permission of instructor.

An independent study project culminating the student's sequence of studies with a substantive research project resulting in major paper or comparable original work. The project is designed by the student and his/her research director. Fall, Spring, Summer. Credit, 3 semester hours.

CMA 474. History of American Film

This course involves a consideration of the historical development of motion pictures in the United States. Cinema as an industry, as an art form, and as a cultural force will be evaluated. Students will be assigned several topics relating to the American cinema and people who have been or are currently involved in it. Numerous silent and sound films depicting various genres and styles will be viewed, discussed, and analyzed. Spring. Credit, 3 semester hours.

II. LITERATURE (ENG)**ENG 203. Introduction to Literature**

Prerequisites: CMA 105, 106.

A study of the basic structure or elements of the various genres of literature including poetry, prose fiction, and drama. Readings include works of major authors of British, American and World literature. Fall, Spring, Summer. Credit, 3 semester hours.

ENG 204. Mythology of All Peoples

Prerequisites: CMA 105, 106.

A study of mythic motifs and themes in oral and early written literature, including Asian, African, and American Indian, as well as Greco-Roman and Teutonic-Norse literature; development of mythic traditions in early and modern societies. As announced. Credit, 3 semester hours.

ENG 205. World Literature I

Prerequisites: CMA 105, 106.

A study primarily of Western literature, emphasizing the contributions of its greater writers to both the representative culture and the subsequent tradition, through the Renaissance. Fall, Spring, Summer. Credit, 3 semester hours.

ENG 206. World Literature II

Prerequisites: CMA 105, 106.

A study of the greatest works and authors of primarily Western literature from the seventeenth to the present century. Fall, Spring, Summer. Credit, 3 semester hours.

ENG 207. Studies in Literature

Prerequisites: CMA 105, 106.

Study of a specific genre or topic in world literature: its characteristics and significance as both a cultural product and a form of literary expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours.

ENG 220. American Indian Literature (AIS 220)

Prerequisites: CMA 105, 106.

An introduction to American Indian literature. Texts written, collected or edited by American Indians will be used whenever possible. As announced. Credit, 3 semester hours.

ENG 221. Major American Authors

Prerequisites: CMA 105, 106.

An overview of major trends and movements through a reading of works by such significant writers as Poe, Hawthorne, Melville, Emerson and/or Thoreau, Whitman, Twain, Frost, Hemingway, Faulkner. Reading requirements will include a full-length novel. As announced. Credit, 3 semester hours.

ENG 246. Major British Authors

Prerequisites: CMA 105, 106.

An overview of major trends and movements through a reading of works by significant writers from the Middle Ages to the present, including Chaucer, Shakespeare, Milton, Swift, Pope, Browning, Yeats, and Eliot. Reading requirements will include a full-length novel. As announced. Credit, 3 semester hours.

ENG 302. Literary Analysis and Interpretation

Prerequisites: Six hours of literature.

An introductory study of critical approaches to literature with practice in analyzing and interpreting representative works both in the Anglo-American tradition and in English translation. Fall. Credit, 3 semester hours.

ENG 342. The British Novel

Prerequisite: ENG 246 recommended.

A critical study of the English novel from the eighteenth century to the present, with emphasis on social history and narrative technique. Fall of odd years. Credit, 3 semester hours.

ENG 343. The American Novel

Prerequisite: ENG 221 recommended.

A critical study of the American novel from its inception to the present, with emphasis on social history and narrative technique. Fall of even years. Credit, 3 semester hours.

ENG 354. Modern Drama

Prerequisite: Six semester hours of 200-level literature.

A study of selections from the drama of the Western world of the nineteenth and twentieth centuries. As announced. Credit, 3 semester hours.

ENG 366. Modern Poetry

A study of poetry with emphasis on British and American writers. As announced. Credit, 3 semester hours.

ENG 378. The American West: Myth and Reality (HST 378)

An interdisciplinary study of myth and reality of the American West as developed through film, literature, and history. Although the course will emphasize the events of the period from 1850-1890, it will also attempt to show the influence of the West as a concept down to the present. Spring. Credit, 3 semester hours.

ENG 450. Seminar in American Indian Literature (AIS 450)

Prerequisite: Permission of instructor.

A study of selected topics in American Indian literature. As announced. Credit, 3 semester hours.

ENG 457. Shakespeare

Prerequisite: ENG 246 recommended.

An introduction to the Elizabethan theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major plays—histories, comedies, and tragedies. Fall. Credit, 3 semester hours.

ENG 465, 466, 467, 468. Seminar in Literature

Prerequisite: Upper-division standing in the University.

Study in a small group setting of particular figures or topics in British, American, or World Literature. As part of the seminar experience, each student must contribute to class discussion, make presentations, and write an extended essay incorporating library sources. Fall, Spring. Credit, 3 semester hours.

III. LANGUAGE AND WRITING (ENG)**ENG 277. Creative Writing I**

Designed for serious study and practice of various literary forms. As announced. Credit, 3 semester hours.

ENG 305. Feature Writing (JRN 305)

The writing of articles in-depth for newspapers and magazines. A practical course that ranges widely in terms of possible prose writing experience. Fall. Credit, 3 semester hours.

ENG 308. Literary Journalism

Prerequisites: ENG 277 or 305 or 370; or permission of instructor.

Study and practice of personal reportage uniting fiction and nonfiction, using the tools of the reporter and the craft of the novelist. Students will study such literary journalists as James Agee, Hunter Thompson, Joan Didion, and Tom Wolfe and will write original articles with a story line and personal voice which gave dimension to the facts. As announced. Credit, 3 semester hours.

ENG 309. Editorial Writing

The study and analysis of editorial writing in major newspapers with special emphasis on principles and practices. Students will actually write editorials for publication. Spring. Credit, 3 semester hours.

ENG 346. Aspects of the English Language

An introduction to the English language including applied study of such topics as the history of the language and its acquisition, dialects, semantics, lexicography, phonology, orthography, grammatical systems, and standards of modern English usage. Fall. Credit, 3 semester hours.

ENG 370. Advanced Composition

Prerequisite: "C" grade or better in CMA 105 and 106.

An upper-division writing course for students majoring in the Humanities and the Social and Behavioral Sciences and anticipating graduate level and professional writing demands. Fall. Credit, 3 semester hours.

ENG 371. English Grammar

A thorough review of traditional grammar, discussions of sentence patterns, transformations, and both old and new diagram forms included. Spring. Credit, 3 semester hours.

ENG 377. Creative Writing II

Prerequisite: ENG 277.

Designed for serious study and practice of various literary forms beyond the level presented in ENG 277. As announced. Credit, 3 semester hours.

ENG 422. Seminar of Psycholinguistics (PSY 422)

A study of theories and research on the learning and usage of language. Includes speech perception, child language development, word meanings, deafness, and other related topics. Alternate falls. Credit, 3 semester hours.

ENG 423, 424. Special Topics in American English

A study of announced topics in American English. Possible topics include issues in linguistics, grammar, literacy, varieties of English, media and language, and American English as a global force. As announced. Credit, 3 semester hours.

ENG 426. Creative Writing Workshop

Prerequisite: ENG 277 or permission of department Chairman.

This course will normally be taught by visiting writers and may be repeated for credit. Offered when circumstances warrant. Credit, 1-3 semester hours; maximum 6 semester hours.

IV. ENGLISH EDUCATION (EED)

For a description of English Education programs, see above or consult the Coordinator for Undergraduate English Education.

EED 379. The Teaching of Writing and Speech (6-12)

A study of two essential disciplines of the Language Arts (grammar and composition, both oral and written) and a review of materials and techniques for teaching both oral and written composition in junior high and high school classrooms. Fall. Credit, 3 semester hours.

EED 384. Literature for Adolescents (6-12)

A survey of literature for adolescents, grades 6-12, emphasizing varied approaches to teaching literature within pluralistic classrooms. Attention will be given to classroom presentations in various genres as well as early field experiences. Spring. Credit, 3 semester hours.

EED 399. Practicum in Composition Tutoring

Prerequisite: ENG 370 or 371 or EED 379 or current enrollment in one of these. A supervised tutoring of composition students from the CMA department or from area schools. Pass/Fail grading. Each semester. Credit, 1-2 semester hours. Maximum: 4 semester hours.

EED 400. Methods of Teaching English in the Secondary School (EDN 400)

Purposes, methods, materials, and evaluation procedures in the certification area, directed observation in the secondary school; preparation of teaching plans and materials; accelerated. Spring. Credit, 3 semester hours.

EED 402. Methods of Teaching Dramatic Literature and Performance

Prerequisite: THE 304 recommended.

Purposes, methods, materials, and evaluation procedures in the area; directed observation in the secondary school; preparation of teaching plans and materials. Fall. Credit, 3 semester hours.

V. BROADCASTING (BRD)**BRD 312. Broadcasting Programming**

Prerequisite: CMA 210 or consent of instructor.

The history, development, and impact of broadcast programming. Attention will be paid to program creation, survival, and audience attitudes/ratings. Analysis of current programming is included. Overview of basic programming development at both local and network levels. Both television and radio programming formats included. Spring. Credit, 3 semester hours.

BRD 313. Broadcast Copywriting

Prerequisites: BRD 316 or permission of instructor.

Theory and technique of writing broadcast scripts, to include scripts of dramas, interviews, documentaries, and advertisements or promotions. Will include both study and practical application of techniques discussed. Script formats for radio and television included. Fall, even-numbered years. Credit, 3 semester hours.

BRD 314. Broadcast Journalism

Prerequisite: CMA 210.

The theory and practice of broadcast news, to include covering local and national news and public affairs for radio and televisions. Emphasis will be on gathering and production for broadcast news. Writing for broadcast sports and weather will also be covered. Spring, odd-numbered years. Credit, 3 semester hours.

BRD 316. Television Production

Prerequisites: CMA 210 or permission of department Chairman.

Basic theory and practice of studio operations in television, with laboratory experience in the use of control boards, records, cameras, switching and editing equipment, microphones, and related equipment. 3 hours lecture, 3 hours lab. Fall. Credit, 3 semester hours.

BRD 358. Discussion and Debate

An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced. As announced. Credit, 3 semester hours.

BRD 402. Computer Animation and Graphics

Introduction to computer graphics, animation, and 3-D animation. Theory of animation and graphics applicable to Amiga and ADO systems. Each student produces a video using animation and graphics on the Amiga 2500 system with Toaster effects. Spring, 3 semester hours.

BRD 405. Law and Ethics in Public Communication

Legal and ethical considerations as they apply to the daily work of media practitioners. Emphasis on codes of ethics, professional codes, and state, federal, and local law. Spring. Credit, 3 semester hours.

BRD 408. Broadcast Management and Law

Prerequisites: CMA 210 or consent of the instructor.

Study of the social, economic, and legal responsibilities of management in the broadcasting station. Attention will be given to the managerial function of the broadcasting executive. The sociopolitical control of broadcasting to include local, state, and federal regulation of the industry. Emphasis will be placed on the unique place of broadcasting among the media in terms of regulation. Fall. Credit, 3 semester hours.

BRD 413. Internship in Broadcasting I

Prerequisites: CMA 210; JRN 240; BRD 312 or 313; BRD 316

Practical application of the principles of broadcasting in the workplace. Intern will work in a television or radio station under direct supervision of station department head. Research will also be conducted in an area of broadcasting relevant to internship experience. Fall, Spring, Summer. Credit, 3 semester hours.

BRD 414. Internship in Broadcasting II

Prerequisite: BRD 413

Practical application of the principles of broadcasting in the workplace. Intern will work in a television or radio station under direct supervision of station department head. Research will be conducted in the area of broadcasting relevant to internship experience. Fall, Spring, Summer. Credit, 3 semester hours.

BRD 416. Broadcast Advertising and Sales

Production of successful broadcast advertising campaigns. Emphasis on creative, practical solutions to problems in broadcast advertising. Fall. Credit, 3 semester hours.

BRD 419. Advanced Television Production

Prerequisite: CMA 316.

An advanced study and practice of television with studio experience in solving the problems of production, design, direction, and performance. 3 hours lecture, 3 hours lab. Spring. Credit, 3 semester hours.

BRD 436. Mass Communication Research: Tactics and Strategies

Examination of the critical role of information gathering and reporting in the field of Mass Communications. Emphasis on information acquisition, ethical information utilization, and preparing a publishable paper on a selected topic. Fall. Credit, 3 semester hours.

VI. JOURNALISM (JRN)

JRN 182, 183, 184, 282, 283, 284. Yearbook Production

Experience in the details of producing an extended feature publication through work on the Pembroke State University yearbook, *The Indianhead*. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading. Fall, Spring. Credit, 1 semester hours each.

JRN 191, 192, 291, 292, 391, 392, 491, 492. Student Newspaper Production

Experience in producing a student newspaper, *The Pine Needle*. Reporting, news and feature writing, editing, layout, photography, typesetting, circulation, and other activities will be offered. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

JRN 240. Newswriting and Reporting I

An introduction to print journalism and emphasis on the development of skills and techniques in effective newswriting. Fall, Spring. Credit, 3 semester hours.

JRN 305. Feature Writing (ENG 305)

The writing of articles in-depth for newspapers and magazines. A practical course that ranges widely in terms of possible prose writing experience. Fall. Credit, 3 semester hours.

JRN 306. News Editing/Typography

Duties of the newspaper copy editor, editing techniques, headline and cutline writing, cropping of photography, use of headline schedules, stylebooks and directories. Trends in the design of newspaper pages. Fall. Credit, 3 semester hours.

ENG 308. Literary Journalism

Prerequisites: ENG 277 or 305 or 370; or permission of instructor.

Study and practice of personal reportage uniting fiction and nonfiction, using the tools of the reporter and the craft of the novelist. Students will study such literary journalists as James Agee, Hunter Thompson, Joan Didion, and Tom Wolfe and will write original articles with a story line and personal voice which gave dimension to the facts. As announced. Credit, 3 semester hours.

JRN 309. Editorial Writing (ENG 309)

The study and analysis of editorial writing in major newspapers with special emphasis on principles and practices. Students will actually write editorials for publication. Spring. Credit, 3 semester hours.

JRN 317. History of American Journalism

A consideration of the inventions, events, and people shaping and influencing journalism in this country. The course will include topics ranging from the invention of the printing press to present-day journalistic practices and personalities. Spring. Credit, 3 semester hours.

JRN 340. Newswriting and Reporting II

Prerequisite: CMA 240 or permission of instructor.

Designed to familiarize the student with the total range of reporting possibilities. Each term a field of specialization will be chosen for emphasis. Also introduces copy-reading and news editing. Fall, Spring. Credit, 3 semester hours.

JRN 390. Internship in Journalism I

Prerequisite: JRN 240, 340 or permission of Department Chairman.

A pragmatic course designed to provide the student (in an internship arrangement) with practice in writing and editing for a newspaper, radio station, or television station in the area. Fall, Spring, Summer. Credit, 3 semester hours.

JRN 391. Internship in Journalism II

Prerequisite: JRN 390.

A pragmatic course designed to provide the student (in an internship arrangement) with practice in writing and editing for a newspaper, radio station, or television station in the area. Fall, Spring, Summer. Credit, 3 semester hours.

VII. PUBLIC RELATIONS/COMMUNICATION (PRE)**PRE 209. Public Relations**

An introduction to public relations as a part of mass communications, with emphasis on the publicity process, especially writing for newspapers and broadcasting stations. Spring. Credit, 3 semester hours.

PRE 214. Photography for Public Relations

Still photography in mass communications, especially public relations. Still photo techniques. How the public relations professional can work with professional photographers or take his/her own pictures, especially for company publications. The slide-sound show. A simple still camera and film processing are required. Spring. Credit, 3 semester hours.

PRE 324. Print Advertising

Newspaper and magazine advertising, with emphasis on public relations advertising and public service advertising. Role of the marketing plan in developing public relations and advertising campaigns. Increasing use of public relations and advertising in promotional campaigns. Spring. Credit, 3 semester hours.

PRE 350. Organizational Communications

Communication between an organization and its internal publics, especially employees, students and clients. Emphasis is on developing effective company publications, especially newsletters. Writing news and features for publications. Traditional and computer design of publications. Fall. Credit, 3 semester hours.

PRE 407. Public Relations Media

Prerequisites: PRE 209, 240.

Major forms of public relations writing: news and feature releases, pitch letters, replies to complaint letters, public service announcements, copy for video news releases, documentaries. Inverted and magazine forms of news writing. Annual reports.

PRE 409. Advanced Public Relations

Prerequisites: PRE 209, 407.

Specialized public relations programs, including press relations, community affairs, investor relations, and legislative relations. Planning and evaluating public relations programs. Writing speeches.

PRE 411. Internship in Public Relations

Actual work experience with a public relations department or organization. Experience should include analysis of problem, plan for resolution, implementation, and evaluation. A team project under an assigned instructor may be substituted when no internship slots are available. Fall, Spring, Summer. Credit, 3 semester hours.

PRE 412. Internship in Public Relations II

Actual work experience with a public relations department or organization. Experience should include analysis of problem, plan for resolution, implementation, and evaluation. Internship in Public Relations II is designed to accommodate those students who have successfully completed PRE 411 Internship in Public Relations and who desire to obtain more professional experience. Fall, Spring, Summer. Credit, 3 semester hours.

VIII. THEATRE (THE)**THE 162, 163; 262, 263; 362, 363; 462, 463. Play Production**

A laboratory experience in all aspects of both Performance and Technical Theatre. Each student will participate in a minimum of one University Players production either as a performer or a member of the production crew. A minimum number of work hours is required. Maximum enrollment, 2 hours per semester. Fall, Spring. Credit, 1 semester hour each.

THE 164. Stage Make-Up

Theory and practice in the application of make-up for the stage using practical make-up application for class exercises. Spring of alternate years. Credit, 1 semester hour.

THE 165. Stage Costumes

Principles and theories of costume design and construction for theatrical productions. Fall of alternate years. Credit, 1 semester hour.

THE 201. Elementary Acting

Theory and practice of the fundamentals of acting, including basic study in analyzing and building a character; introduction of styles of acting. Fall. Credit, 3 semester hours.

THE 233. Stagecraft

Study of theories and techniques used in creating a stage environment. Students will participate in various aspects of production as a practical supplement to classroom lectures. Fall of alternate years. Credit, 3 semester hours.

THE 234. Scene Painting

Development of basic and advanced skills in scenic painting techniques through studio projects. Spring of alternate years. Credit, 1 semester hour.

THE 235. Stage Management

Theory and practice of stage management in Broadway, regional, community, and educational theatres. To include the stage manager's responsibilities during rehearsals as well as during performances. Spring of alternate years. Credit, 1 semester hour.

THE 250. Introduction to Theatre

Introduction to both the practice and literature of the theatre; survey of artists of the theatre and dramatic literature from Ancient Greece to the present. Fall, Spring, Summer. Credit, 3 semester hours.

THE 301. Advanced Acting I

Prerequisite: THE 201.

Advanced work in theory and practice of acting; advanced work in analyzing and building a character; style of acting. Spring. Credit, 3 semester hours.

THE 304. Creative Drama

Prerequisite: THE 201 recommended.

Principles and practices of organizing and directing creative drama and children's theatre activities in the classroom and in the community. Fall of alternate years. Credit, 3 semester hours.

CMA 315. Voice and Diction

Prerequisite: CMA 102 or permission of instructor.

An in-depth study of voice production and articulation. A detailed study of the International Phonetic Alphabet will provide a means of refining and expanding communication skills. Fall, Spring, Summer. Credit, 3 semester hours.

THE 322, 323. Special Topics in Theatre

An in-depth study of a selected topic in theatre or drama determined by the expertise of the instructor and the interests of the students. As announced. Credit, 3 semester hours each.

THE 331. Play Direction

Prerequisite: THE 201 or consent of instructor.

Study of the theory and practice of directing for the theatre; classroom theory supported by individual experience in selection and analysis of scripts, casting, rehearsal, and production. Fall of alternate years. Credit, 3 semester hours.

THE 333. Lighting

Prerequisite: THE 233 recommended.

Theories and principles of lighting design for theatrical productions. Conceptualization, communication, and execution of design ideas through script analysis, light studies, light plots, and related projects. Spring of alternate years. Credit, 3 semester hours.

THE 334. Scene Design

Prerequisite: THE 233 recommended.

Theory and principles of scene design for the stage. Conceptualization and communication of design ideas through renderings, models, and technical drawings. Fall of alternate years. Credit, 3 semester hours.

THE 353. Theatre Management

Theory and practice of theatre management objectives including: theatre organization, season, budget, schedule, personnel, publicity, box office, and house management. Spring of alternate years. Credit, 3 semester hours.

THE 360. History of the Theatre: The Beginning to 1642

Prerequisite: THE 250 or consent of instructor.

Study of the theatre, both its physical form and literature from the beginnings of 1642. Fall of alternate years. Credit, 3 semester hours.

THE 361. History of the Theatre: 1642 to the Present

Prerequisite: THE 250 or consent of instructor.

Study of the theatre, both its physical form and literature from 1642 to the present. Spring of alternate years. Credit, 3 semester hours.

THE 401. Advanced Acting II

Prerequisite: THE 301.

Advanced work in theory and practice of acting; preparation of audition repertoire; emphasis on styles of acting. Spring. Credit, 3 semester hours.

EED 402. Methods of Teaching Dramatic Literature and Performance (see IV, ENGLISH EDUCATION)**THE 421. Performing Arts Administration**

Prerequisite: THE 353.

Studies in fiscal, administrative, and legal principles of management as they apply to the performing arts. Fall of alternate years. Credit, 3 semester hours.

THE 453. Directed Practicum in Advanced Theatre Problems I

Prerequisite: Declared senior major, 3.0 grade point average in major and consent of instructor.

Credit is obtained by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours.

THE 454. Directed Practicum in Advanced Theatre Problems II

Prerequisite: Declared senior major, 3.0 grade point average in major and consent of instructor.

Credit is obtained by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours.

IX. FOREIGN LANGUAGES (FRH, GER, ITL, SPN)

A student presenting two or more units in a high school language course and wishing to continue the study of that language should, after having satisfactorily passed a review of proficiency in the language, register in the course for which the student is qualified.

FRENCH (FRH)

FRN 131, 132. Elementary French I, II

The sequence of 131-132 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

FRN 231, 232. Intermediate French I, II

Prerequisites: FRH 131, 132 or two units of high school French. Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French civilization and literature. Fall, Spring. Credit, 3 semester hours.

FRN 255, 256. French Conversation and Composition

Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. Fall (256), Spring (255). Credit, 3 semester hours.

FRN 321, 322. Study of French Literature

Prerequisites: FRH 231, 232 or permission of instructor.

Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. Fall (321), Spring (322). Credit, 3 semester hours.

FRN 361. French Civilization and Culture

Prerequisite: FRH 231 or its equivalent.

A course designed to give students a better understanding of the history and civilization of French and other French-speaking countries and to increase their knowledge of the general French culture. As announced. Credit, 3 semester hours.

FRN 451. Study Abroad: Study Tour in France

Prerequisite: Permission of instructor.

A trip designed to acquaint students with various aspects of French life and civilization through visits to places of historical and cultural interest. As announced. Credit, 2-7 semester hours.

GERMAN (GER)

GER 131, 132. Elementary German I, II

The sequence of 131-132 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

GER 231, 232. Intermediate German I, II

Prerequisite: Ger 131, 132 or 2 units of high school German.

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to German civilization. Fall, Spring. Credit, 3 semester hours each.

ITALIAN (ITL)

ITL 131, 132. Elementary Italian I, II

The sequence 131-132 introduces Italian grammar and vocabulary and aspects of Italian culture. Aural comprehension, speaking, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours each.

SPANISH (SPN)

SPN 131, 132. Elementary Spanish I, II

The sequence 131-132 introduces Spanish grammar and vocabulary and some aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

SPN 231, 232. Intermediate Spanish I, II

Prerequisites: SPN 131, 132, or two units of high school Spanish.

The sequence 231-232 develops increased competence in aural comprehension, speaking, reading, and writing and reviews Spanish grammar. Fall, Spring. Credit, 3 semester hours.

SPN 255. Spanish Conversation and Composition

Intensive practice in oral and written Spanish, based on Latin American and Spanish cultural and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. Fall. Credit, 3 semester hours.

SPN 321. Survey of Literature of Latin America I

Prerequisites: SPN 232 or permission of instructor.

Masterpieces of Latin American literature from Colonization to Romanticism as an outgrowth of Latin American history and civilization. Fall. Credit, 3 semester hours.

SPN 322. Survey of Literature of Latin America II

Prerequisites: SPN 232 or permission of instructor.

Masterpieces of Latin American literature from Post-Romanticism to the present as an outgrowth of Latin American history and civilization. Spring. Credit, 3 semester hours.

SPN 331. Survey of Literature of Spain I

Prerequisites: SPN 232 or permission of instructor.

Masterpieces of Spanish literature from Middle Ages to Golden Age as an outgrowth of Spanish history and civilization. Fall. Credit, 3 semester hours.

SPN 332. Survey of Literature of Spain II

Prerequisites: SPN 232 or permission of instructor.

Masterpieces of Spanish literature from the eighteenth, nineteenth and twentieth centuries as an outgrowth of Spanish history and civilization. Spring. Credit, 3 semester hours.

SPN 361. Civilization and Culture of Latin America

Prerequisites: SPN 232 or permission of instructor.

A course designed to give students a better understanding of the history and civilization of Latin America and to increase their knowledge of general Hispanic culture. Fall. Credit, 3 semester hours.

SPN 362. Civilization and Culture of Spain

Prerequisites: SPN 232 or permission of instructor.

A course designed to give students a better understanding of the history and civilization of Spain and to increase their knowledge of general Hispanic culture. Spring. Credit, 3 semester hours.

GRADUATE COURSES

For information about courses leading to a Master of Arts in English Education, see the Graduate Programs section of this catalog.

EDUCATION

Chair: DONALD R. LITTLE

PAUL J. BERGHOFF
DALTON P. BROOKS
BEN CHAVIS¹
RHODA P. COLLINS³
WANDA S. DICKSON²
CARL M. FISHER
ZOE WOODELL LOCKLEAR

WILLIE MCNEILL, JR.
GERALD D. MAYNOR
LAWRENCE R. SCHULTZ⁴
SHARON L. SHARP
KATHRYN M. SULLIVAN*
DANA WASHINGTON
JUDITH L. WISH

*Director of Teacher Education

¹Director of Teacher Education Field Experiences

²Elementary Education Coordinator

³Middle Grades Education Coordinator

⁴Special Education Coordinator

The primary function of the Department of Education is to provide professional preparation for individuals who are preparing to teach in the public schools. The total program of professional education is designed to encompass an understanding of the learner, of the learning process, of the school, and of the meanings and purposes of education, and to foster the development of professional skills in methods and techniques of instruction. The Department of Education utilizes the resources of the entire University for the academic subject matter necessary for breadth and depth of background in the liberal arts and in the sciences, both of which are essential to effective teaching. The professional program is designed to meet the criteria for teacher certification as set forth by the North Carolina Department of Public Instruction, the criteria for accreditation by the National Council for the Accreditation of Teacher Education (NCATE), and the criteria implied in the mission statement of the University.

Policies and requirement for Teacher Education and certification are found in the Curricula and Degrees section of this catalog. Students have the responsibility for consulting with their major advisor and the Education Department in order to keep abreast of all regulations and information concerning their academic record for graduation and/or certification. All prospective teachers should study the requirements of the state in which they plan to teach, as well as the requirements of the University, keeping in mind that graduation and certification programs are not necessarily the same even though it is possible to achieve both in a planned program.

THE CURRICULUM LABORATORY

The Curriculum Laboratory or materials center is a unit within the Department of Education and is an essential part of the teacher education facility which contains professional and instructional materials and which provides support to all areas of the teacher education program. The Laboratory has, for example, textbooks used in elementary and secondary school, teaching units, courses for study, instructional media and equipment, curriculum outlines, and supplies and materials for the production and preparation of teaching materials.

THE LEARNING LABORATORY

The Learning Lab is a unit within the Department of Education. The lab, which is utilized by professors and education majors, provides space for the study and development of instructional materials—commercial and teacher-made. In addition to a wide collection of manipulative and multi-sensory materials, the Learning Lab also houses furniture and other physical equipment appropriate for creating flexible educational environments.

TEST REVIEW/RESOURCE CENTER

The Test Review/Resource Center, located in Room 101B of the Education Center, houses a variety of materials designed to assist students preparing to take the National Teacher Examinations. All teacher education majors are encouraged to utilize the resources available in this Center.

ELEMENTARY EDUCATION AND MIDDLE GRADES EDUCATION

The Department of Education currently offers programs leading to the Bachelor of Science degree in **Elementary Education (K-6)** A Bachelor of Science degree in **Middle Grades Education (6-9)** is also offered. Curriculum checksheets outlining course recommendations for meeting the program of study requirements for each major are available from departmental advisors and the office of the Chairman of the Department of Education. All students desiring teacher certification should meet with a teacher education advisor as early in the program as possible. The Elementary Education program has been approved by the International Reading Association.

Requirements for a Bachelor of Science Degree in Elementary Education (K-6)

Coordinator: Dr. Wanda S. Dickson

| | Sem. Hrs. |
|---|-----------|
| University Orientation | 1 |
| General Education* | 50 |
| Education Major | 36 |
| ART 108 Art Education in the Public Schools | |
| MUS 224 Musical Experiences for Elementary Children, K-6 | |
| HED 310 Teaching Health and Safety in the Elementary School | |
| PED 316 Physical Education Activities for Grades K-6 | |
| EDN 304 Curriculum in the Elementary School | |
| EDN 413 Reading for Success in Elementary School | |
| EDN 421 Teaching Language Arts in the Elementary School | |

| | |
|---|-----|
| EDN 453 Teaching Social Studies in the Elementary School | |
| EDN 455 Teaching Science in the Elementary School | |
| EDN 463 Teaching Mathematics in the Elementary School | |
| EDN 465 Educational Trends and Practices in Pre-School Education | |
| HST 317 History of North Carolina | |
| Professional Education | 25 |
| EDN 227 Foundations of Education I | |
| EDN 307 Human Growth and Development | |
| EDN 350 Educational Psychology | |
| EDN 410 Early Literacy and Reading Development in the Elementary School | |
| EDN 430 Mainstreaming the Exceptional Student | |
| EDN 446 Student Teaching in the Elementary School | |
| EDN 475 Professional Seminar for Pre-Service Teachers in the Elementary School | |
| Academic Concentration | 18 |
| Total | 130 |

*Students who plan a major and desire teacher certification in Elementary Education should consult with the Department Chairman prior to registering for General Education courses.

Requirements for a Bachelor of Science Degree in Middle Grades Education (6-9)

Coordinator: Dr. Rhoda P. Collins

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | |
| EDN 300, 405; CSC 4059 | |
| Teaching Concentrations and Academic Concentration** | 46 |
| Professional Educational Requirements | 22 |
| EDN 227, 309, 350, 419, 430, 456, 476 | |
| Total | 128 |

*Students who plan a major and desire teacher certification in Middle Grades Education should consult with the Department Chairman prior to registering for General Education Courses.

Students who enter the University after Fall 1989 and seek Middle Grades Certification are required to complete **one Academic Concentration **and** the appropriate number of Teaching Concentration certification areas (one of which may be in the same field as the Academic Concentration) as specified by the University of North Carolina General Administration and State Department of Public Instruction. Specific requirements are available from the Middle Grades Coordinator and from appropriate academic departments. Certification is available in Language Arts (Department of Communicative Arts), Mathematics, Science (see Science Education Program), and Social Studies (Department of History). Information on the requirements for these concentrations is contained under the appropriate department description in this catalog.

SPECIAL EDUCATION

The Department of Education offers a program leading to the Bachelor of Science degree in Special Education with recommendation for North Carolina Certification. Curriculum checksheets are available from departmental advisors and the office of the Chairman of the Department of Education. Students must meet the criteria stated in the Pembroke State University catalog for admission to the Teacher Education Program. This program has been approved by the Council For Exceptional Children.

Requirements for a Bachelor of Science Degree in Special Education

Coordinator: Dr. Lawrence R. Schultz

Learning Disabilities Track

| | Sem. Hrs. |
|---|------------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Academic Concentration** | 19 |
| Major Requirements | 30 |
| SED 100, 200, 302, 310, 340, 341, 401, 475; EDN 425, 472 | |
| Professional Education Requirements | 25 |
| EDN 227, 310, 350, 410, 430 SED 449, 471 | |
| Electives | <u>0-3</u> |
| Total | 128 |

Mental Retardation Track

| | Sem. Hrs. |
|---|------------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Academic Concentration** | 19 |
| Major Requirements | 30 |
| SED 100, 200, 301, 310, 320 or 330 or 340, 400, 475; EDN 425, 472; PED 104; HED 109B | |
| Professional Education Requirements | 25 |
| EDN 227, 310, 350, 410, 430 SED 449, 470 | |
| Electives | <u>0-3</u> |
| Total | 128 |

*Students who plan a major in Special Education should consult with the Department Chairman prior to registering for General Education courses.

**The Special Education program recommends Psychology. Please see the program coordinator if you are considering another concentration.

COURSES

EDUCATION (EDN)

EDN 102. Language Skills in Teaching Reading

A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. Fall, Spring, Summer. Credit, 3 semester hours.

EDN 104. College Reading

This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward graduation requirements). Open to all students. Fall, Spring. Credit, 3 semester hours.

EDN 227. Foundations of Education I

Philosophical, historical, and sociological foundations of education, including analysis of contemporary issues and problems. It is the beginning screening course for those seeking teacher certification. Fall, Spring, Summer. Credit, 3 semester hours.

EDN 300. Introduction to the Middle School

Prerequisite: EDN 227.

This course is designed to provide students both with an introduction to the underlying principles and rationale of the middle school and an observational/tutorial experience at the middle school level. Four or more contact hours per week will be required. Fall, Spring. Credit, 3 semester hours.

EDN 301. Early Childhood Curriculum

Prerequisite: EDN 227.

A study of curriculum emphasizing the interrelationships between content, method, and child development. Required of all early childhood majors. (Must be taken prior to student teaching.) As announced. Credit, 3 semester hours.

EDN 304. Curriculum in the Elementary School

Prerequisite: EDN 227.

A study of curriculum with emphasis focused on the interrelationships between content, method, child development, and planning in implementing developmentally appropriate elementary programs. Fall, Spring. Credit, 3 semester hours.

EDN 306. Psychology of Early Childhood

Empirical findings and theories concerning early childhood growth and development and their relevance to early childhood education. As announced. Credit, 3 semester hours.

EDN 307. Human Growth and Development

A study of theories and principles of human growth and development from conception through elementary grades (birth through pre-adolescence). Emphasis is placed on the relationship between developmental needs and school achievement. Fall, Spring. Credit, 3 semester hours.

EDN 308. Psychology of Adolescence

Empirical findings and theories of adolescence relevant to the behavior and learning of adolescents. Fall, Spring, Summer. Credit, 3 semester hours.

EDN 309. The Early Adolescent

This course covers growth and development of the middle grades student (ages 12-15). Focus is placed on the psychological and sociological complexities of late childhood and emerging adolescence. Fall, Spring. Credit, 3 semester hours.

EDN 310. Developmental Psychology: From Birth to Young Adulthood

For K-12 Certification areas, a scientific and current study of the development of the child from the prenatal period through adolescence across the cognitive, social-moral, physical, and personality-emotive domains. How children and adults live is examined as well as the social conditions that influence their lives. Practical applications of child development research and its relevance to the lives of adults and children and the education of the latter is explored. Field experience required. Fall, Spring. Credit, 3 semester hours.

EDN 350. Educational Psychology

Prerequisite: Admission to Teacher Education Program.

Theoretical and empirical findings of psychology related to the teaching-learning process in the classroom. Fall, Spring, Summer. Credit, 3 semester hours.

EDN 400. Methods of Teaching in the Secondary School (BED 400, EED 400, MAT 400, SCE 400, SSE 400)

Prerequisite: Admission to the Professional Semester.

Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English, (e) business education. Accelerated. Fall, Spring, Summer. Credit, 3 semester hours.

EDN 405. Curriculum Development for Middle Grades

Prerequisites: EDN 300 and EDN 309.

Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Fall, Spring. Credit, 3 semester hours.

EDN 410. Early Literacy and Reading Development in the Elementary School

Prerequisite: Admission to Teacher Education Program.

A study of thinking and language development, early literacy, and developmentally appropriate environments and instructional strategies for reading development. Field experience required. Fall, Spring. Credit, 3 semester hours.

EDN 413. Reading for Success in Elementary Grades

Prerequisite: Admission to Teacher Education Program.

A study of materials, practices, research, and diagnostic procedures for teaching reading within the context of total language development. Emphasis will also be given to using reading as a tool for learning in various subject areas. Field experience required. Fall, Spring. Credit, 3 semester hours.

EDN 418. Measurement and Evaluation in Public Schools

A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. Fall or Spring. Credit, 3 semester hours.

EDN 419. Instructional Design: Language and Cognition

Prerequisite: Admission to Teacher Education Program.

A study of reading and writing as cognitive processes related to the design and implementation of effective instruction in the content areas, including the use of Computer-Assisted Instruction. Fall, Spring, Summer. May be taken in the Professional Semester. Credit, 3 semester hours.

EDN 421. Teaching Language Arts in the Elementary School

Prerequisite: Admission to Teacher Education Program.

A study of language acquisition and development theory as it relates to the teaching of language arts (listening, speaking, reading, writing, and viewing) in the elementary grades (K-6) with emphasis on children's literature and creative dramatics. Field experience required. Fall, Spring. Credit, 3 semester hours.

EDN 423. Research in Elementary Education

An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. Fall, Spring, Summer. Credit, 1-6 semester hours.

EDN 425. Classroom Diagnosis of Reading Difficulties

Prerequisite: Admission to Teacher Education Program.

Methods and materials used in the diagnosis and remediation of reading difficulties. Fall, Spring, Summer. Credit, 3 semester hours.

EDN 426A, 426B. Design and Implementation of Developmentally Appropriate Preschool Programs

To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. As Announced. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 430. Mainstreaming the Exceptional Student

Prerequisite: Admission to Teacher Education.

A study of the special-needs student in the regular classroom. This course is designed to provide future educators with knowledge about, and necessary competencies to work with exceptional children and youth. Fall, Spring. Credit, 1 semester hour.

EDN 433. Research in Secondary Education

An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. Fall, Spring, Summer. Credit, 1-6 semester hours.

EDN 434. Problems in Contemporary Education

Designed for individual study of trends, practices, and instructional materials related to current problems in education. Fall, Spring, Summer. Credit, 1-3 semester hours.

EDN 446. Student Teaching in the Elementary School (K-6)

Provides a semester long full-time student teaching experience in both early childhood and intermediate levels in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 9 semester hours.

EDN 448. Student Teaching in the Secondary School

Provides continuous full-time student teaching experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

EDN 449. Student Teaching (Full-Semester)

Required for: Art Education Prerequisite: Admission to the Professional Semester Provides continuous fulltime, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks certification. Includes placement at two levels (elementary, middle, secondary) for K-12 certification areas. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

EDN 453. Teaching Social Studies in the Elementary School

Prerequisite: General Education requirements in history and Admission to Teacher Education Program.

Designed to provide the prospective and/or in-service teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary school. Fall. Credit, 3 semester hours.

EDN 455. Teaching Science in the Elementary School

Prerequisite: General Education requirements in science and Admission to Teacher Education Program.

Designed to assist prospective and/or in-service teachers in developing competencies for teaching elementary school sciences. Special emphasis will be placed on (1) designing a science curriculum which focuses on the interrelationship that exists among the science content areas, and (2) developing a process-oriented science program based on the developmental needs of the elementary school child. Spring. Credit, 3 semester hours.

EDN 456. Student Teaching in the Middle Grades

Prerequisite: Admission to the Professional Semester.

Provides continuous full-time student teaching experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 6 semester hours.

EDN 463. Teaching of Mathematics in the Elementary School

Prerequisite: General Education requirement in mathematics and Admission to Teacher Education Program.

A laboratory-type course designed to help students further develop their understanding of mathematics content and processes while learning to focus on how children learn mathematics and to design and/or implement developmentally appropriate methodology for the teaching of mathematics in the elementary school. A tutorial field experience is required. (Must be taken prior to student teaching.) Fall, Spring. Credit, 3 semester hours.

EDN 465. Educational Trends and Practice in Pre-School Education

Prerequisite: Admission to Teacher Education Program.

A study of educational trends and emerging patterns of contemporary education for the pre-school child. Emphasis placed on the roles and responsibilities of administrators, teachers, parents, volunteers and local agencies in the operation of preschool programs. Spring, Summer. Credit, 3 semester hours.

EDN 467. Practicum: Pre-School Education

Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved pre-school setting. Fall, Spring. Credit, 3 semester hours.

EDN 472. Diagnostic and Remedial Mathematics Methods

Prerequisite: Admission to Teacher Education Program.

Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) As announced. Credit, 3 semester hours.

EDN 475. Professional Seminar for Pre-Service Teachers in the Elementary School

Prerequisite: Admission to the Professional Semester.

A seminar designed to parallel the full semester student teaching experience. Emphasis will be on helping these on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the elementary teacher. Opportunities will be provided for these pre-service teachers to continuously review the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and the appropriate utilization of human and physical resources in the elementary school. Fall, Spring. Credit, 3 semester hours.

EDN 476. Instructional Approaches to Middle School Grades

Prerequisite: Admission to the Professional Semester.

Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Fall, Spring. Credit, 3 semester hours.

EDN 477. Resources for Education of Young Children

Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Fall, Spring. Credit, 3 semester hours.

SPECIAL EDUCATION (SED)**SED 100. Practicum: Students with Mental Handicaps; Learning Disabilities; and Behavior-Emotional Handicaps**

In introductory course combining theory and early field experiences with children with mental handicaps, (mild, moderate, severe/profound), learning disabilities and behaviorally- emotionally handicaps. Spring. Credit, 3 semester hours.

SED 200. Introduction to Children with Exceptionality

Introduction to the principles, problems, characteristics, and psychological aspects of children who are classified exceptional. includes the study of children who have mental handicaps; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical disorders; as well as talents and gifts. Fall. Credit, 3 semester hours.

SED 280. Manual Communications I (Sign Language)

Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. As announced. Credit, 1 semester hour.

SED 281. Manual Communications II (Sign Language)

Prerequisite: SED 280.

Students will develop a large vocabulary and greater facility with manual communications. As announced. Credit, 1 semester hour.

SED 282. Manual Communications III (Sign Language)

Prerequisite: SED 281.

The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed, and accuracy. As announced. Credit, 1 semester hour.

SED 301. Special Education Curriculum/Students with Mental Handicaps

A study of the development of a compensatory curriculum for the individual who is mentally handicapped. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for individuals. Fall. Credit, 3 semester hours.

SED 302. Special Education Curriculum/Students with Learning Disabilities

A study of the development of curriculum for the student with a learning disability and its relationship to the regular curriculum. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. Fall. Credit, 3 semester hours.

SED 310. Introduction to Mental Retardation

Study of people with mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence, and educational provisions. Spring. Credit, 3 semester hours.

SED 320. Teaching Individuals with Severe Handicaps

Study of people with severe and profound mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence and educational provisions. As announced. Credit, 3 semester hours.

SED 330. Teaching Individuals with Behavioral-Emotional Handicaps

Designed to teach skills in the recognizing, understanding, and developing alternative strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. As announced. Credit, 3 semester hours.

SED 340. Children with Learning Disabilities

Definition, description, and educational remediation of childhood learning disabilities. Fall. Credit, 3 semester hours.

SED 341. Teaching Adolescents with Learning Disabilities

A study of the adolescent with learning disabilities. Various service models are discussed and an in-depth study of several major models are offered. Spring. Credit, 3 semester hours.

SED 350. Teaching Students with Academic Gifts

An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. As announced. Credit, 3 semester hours.

SED 400. Educational Assessment of Children with Mental Handicaps

An overview of the assessment process including basic concepts of measurement, test administration and interpretation, and the application of assessment information as it relates to learners with mental handicaps. Spring. Credit, 3 semester hours.

SED 401. Educational Assessment of Children with Learning Disabilities

Prerequisite: Admission to Teacher Education Program.

Provides an introduction to and practical experience with formal and informal techniques used to evaluate children with learning disabilities. Emphasis includes the interpretation of assessment information for purposes of educational programming and individualization of instruction. Spring. Credit, 3 semester hours.

SED 449. Student Teaching in Special Education

Provides continuous full-time full-semester teaching experience in off-campus public school settings in special classes for exceptional children. The categorical assignment will be dependent upon the pre-service teacher's concentration and will include both elementary and secondary placements. Fall, Spring. Credit, 9 semester hours.

SED 470. Techniques, Materials, and Resources in Special Education/Children with Mental Handicaps

A study of the problems, methods, techniques and materials used in teaching students with mental handicaps. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours.

SED 471. Techniques, Materials, and Resources in Special Education/Learning Disabilities

Prerequisite: Admission to Teacher Education Program.

A study of the problems, methods, techniques and materials used in teaching students with learning disabilities. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours.

SED 475. Professional Semester for Pre-Service Special Education Teachers

Prerequisite: Admission to the Professional Semester.

A seminar designed to parallel the full semester student teacher experience. Emphasis will be placed on helping these on-site pre-service teachers understand the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. Opportunities will be provided to continually review and reflect on elements of the total instructional process in special education and the application of effective teaching practices. Classroom management and discipline will be presented and subsequently discussed using a reflective case-based problem-solving approach. Fall, Spring. Credit, 3 semester hours.

SED 480. Developmental Assessment of the Preschool Child with Handicaps

This course begins with a study in all aspects of normal development and a survey of all exceptionalities as related to child development and learning. Further, the course will provide preparation in diagnostic skills in sufficient depth to develop competencies in screening and developmental assessment. As announced. Credit, 3 semester hours.

SED 481. Techniques, Materials, and Resources in Special Education/Preschool Handicapped

This course provides for competencies in methodology, techniques of instruction, development and implementation of specific curriculum as these relate to early intervention of preschool children with handicaps. As announced. Credit, 3 semester hours.

SED 482. Preschool Children with Handicaps in the Home/Community

This course provides experiences necessary for effective parent/family involvement. Additionally, topics include a review of community resources, related and support services and interagency networking. As announced. Credit, 3 semester hours.

SED 490. Discipline and Classroom Management

Prerequisite: Admission to Teacher Education Program.

School and home applications of discipline techniques will be explored. Topics include consulting with teachers and other professionals, working with parents, and exploring a variety of interpersonal issues in the school environment. Participants will be presented with a variety of models of discipline and encouraged to choose the one(s) most compatible with their personality and goals. Fall, Spring. Credit, 3 semester hours.

EDUCATIONAL MEDIA (EDM)

EDM 258, 259; 358, 359; 458, 459. Radio Broadcasting Laboratory

Prerequisite: Permission of instructor; GPA 2.0; recommendation of the Office of Student Affairs and/or major advisor.

Designed to teach fundamentals of radio broadcasting. Station WPSU is used as the laboratory. Includes orientation to station policies, operation and maintenance of equipment, and radio broadcasting. Pass/Fail grading. As announced. Credit, 1 semester hour.

EDM 360. Introduction to Graphic Arts

Prerequisite: Permission of instructor.

Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. As announced. Credit, 3 semester hours.

EDM 361. Advanced Graphic Arts

Prerequisite: EDM 360 and/or permission of instructor.

A continuation of EDM 360. Pass/Fail grading. As announced. Credit, 3 semester hours.

EDM 460. Audio-Visual Materials and Procedures

Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring, Summer. Credit, 3 semester hours.

EDM 461. Advanced Educational Media

Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. Fall, Spring, Summer. Credit, 3 semester hours.

EDM 466. Workshop in Education Media for Teachers

A workshop designed to acquaint in-service teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. Summer. Credit, 3 semester hours.

GRADUATE COURSES

For information about courses leading to the Master of Arts in Education, see the Graduate Programs section of this catalog.

GEOLOGY AND GEOGRAPHY

Chair: THOMAS E. ROSS

SUELLEN CABE

ELIZABETH H. KUO

The curriculum of the Department of Geology and Geography is designed to fulfill multiple needs of the student. Courses within the Department can be used by the student to meet General Education requirements and to enhance the liberal arts education of the student.

The Department strives to offer courses designed to enable the student to acquire knowledge and appreciation of the dynamic environment in which mankind resides. Geography courses provide the scientific foundation for the investigation and understanding of the physical environment, of mankind as inhabitant of the earth, and of the interaction of environment and mankind. Courses in geology establish the foundation for scientific investigation of the earth as well as geologic education for the student.

The Department does not offer a major in either geology or geography, but it does offer academic concentrations in geology and in geography. It also offers a concentration in earth science in the interdepartmental Bachelor of Science program in Science Education. Please see **Special Programs** for a complete description of the Science Education major. Minors in geography and geology also are available.

Geography courses are accepted under General Education Requirements as Social and Behavioral Science courses. Geology courses are accepted under the General Education Requirements in Natural Sciences and Mathematics. (See note above course descriptions.)

Requirements for an Academic Concentration in Geography

Required Courses

| Course Number | Course Title | Semester Hours |
|---------------|---------------------------|----------------|
| GGY 101 | Introduction to Geography | 3 |
| GGY 102 | World Regional Geography | 3 |
| GGY 250 | Cartography | 3 |

Choose two courses from the following:

| | | |
|---------|--------------------------|---|
| GGY 115 | Earth Science | 3 |
| GGY 200 | World Cultural Geography | 3 |
| GGY 206 | Economic Geography | 3 |
| GGY 246 | Climatology | 3 |
| GGY 262 | Environmental Geology | 3 |

Choose three courses from the following:

| | | |
|---------|-------------------------|---|
| GGY 329 | Society and Environment | 3 |
| GGY 360 | Urban Geography | 3 |
| GLY 366 | Geomorphology | 3 |
| GGY 401 | Internship in Geography | 4 |

Total 24 semester Hours

Requirements for an Academic Concentration in Geology**Required Courses**

| Course Number | Course Title | Semester Hours |
|---------------|--------------------------------|----------------|
| GLY 100 | Physical Geology | 3 |
| GLY 100L | Physical Geology Lab | 1 |
| GLY 125 | Earth History | 3 |
| GLY 125L | Earth History Lab | 1 |
| GLY 262 | Environmental Geology | 3 |
| GLY 310 | Mineralogy and Petrology | 3 |
| GLY 325 | General Paleontology | 3 |
| GLY 366 | Geomorphology | 3 |
| GLY 425 | Stratigraphy and Sedimentology | 3 |

Choose one of the following:

| | | |
|---------|-----------------------|---|
| GLY 226 | Physical Oceanography | 3 |
| GLY 246 | Climatology | 3 |
| GGY 250 | Cartography | 3 |

Total 26 Semester Hours

Requirements for a Minor in Geography

| Course Number | Course Title | Semester Hours |
|---|---------------------------|----------------|
| GGY 101 | Introduction to Geography | 3 |
| GGY 250 | Cartography | 3 |
| Electives from departmental geography courses | | 12 |

Total 18 Semester Hours

Requirements for a Minor in Geology

| Course Number | Course Title | Semester Hours |
|---------------|--------------------------|----------------|
| GLY 100 | Physical Geology | 3 |
| GLY 100L | Physical Geology Lab | 1 |
| GLY 125 | Earth History | 3 |
| GLY 125L | Earth History Lab | 1 |
| GLY 310 | Mineralogy and Petrology | 3 |
| GLY 325 | General Paleontology | 3 |

Choose two from the following:

| | | |
|---------|--------------------------------|---|
| GLY 226 | Physical Oceanography | 3 |
| GLY 262 | Environmental Geology | 3 |
| GLY 366 | Geomorphology | 3 |
| GLY 425 | Stratigraphy and Sedimentology | 3 |
| GGY 250 | Cartography | 3 |

Total 20 Semester Hours

COURSES

GEOLOGY (GLY)

Geology 100 and 115 may be used to meet General Education requirements in the Natural Science and Mathematics area.

GLY 100. Physical Geology

Introduction to earth materials and processes. Topics include minerals and rocks, weathering, landscape formation by streams, glaciers and ocean waves, study of volcanoes, earthquakes and plate tectonics. Fall, Spring. Credit, 3 semester hours.

GLY 100L. Physical Geology Laboratory

Prerequisites: Current enrollment in or completion of GLY 100. Study of common minerals and rocks; use of topographic and geologic maps. Fall. Credit, 1 semester hour.

GLY 115. Earth Science (GGY 115)

Includes topics in geology, oceanography, meteorology and astronomy. Minerals and rocks, volcanoes, earthquakes; ocean tides and currents, shoreline processes; atmospheric pressure, wind, precipitation, weather patterns; sky observation, solar system. Spring. Credit, 3 semester hours.

GLY 115L. Earth Science Laboratory (GGY 115L)

Prerequisites: Current enrollment in or completion of GLY 115. Study of common minerals and rocks, topographic maps, climate classification, weather processes. Spring. Credit, 1 semester hour.

GLY 125. Earth History

Prerequisites: GLY 100 or GLY 115.

Geologic history of the earth as recorded in the rock record. Topics include geologic time, evolution of the atmosphere, continents and oceans, fossils, and the development of life through time. Spring. Credit, 3 semester hours.

GLY 125L. Earth History Laboratory

Prerequisites: Current enrollment in or completion of GLY 125. Study of animal and plant fossils, environments of deposition, geologic maps. Spring. Credit, 1 semester hour.

GLY 226. Physical Oceanography

Prerequisites: GLY 100 or GLY 115.

Ocean circulation, properties of ocean water, waves and tides, and processes of shoreline erosion and deposition. The relationship between marine processes and human use of coastal areas will be emphasized. Spring, odd years. Credit, 3 semester hours.

GLY 246. Climatology (GGY 246)

The same course as Geography 246. As announced. Credit, 3 semester hours.

GLY 262. Environmental Geology (GGY 262)

Prerequisites: GLY 100 or GLY 115.

Aspects of geology related to problems arising from intensive use of the earth by modern society. The use of earth materials, energy resources and groundwater will be considered along with land use planning. Fall, odd years. Credit, 3 semester hours.

GLY 310. Mineralogy and Petrology

Prerequisites: GLY 100 or GLY 115.

Study of minerals and rocks with an emphasis on origins, classification and identification. Fall, even years. Credit, 3 semester hours.

GLY 325. General Paleontology

Prerequisites: GLY 100 and BIO 100.

Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. Fall, even years. Credit, 3 semester hours.

GLY 366. Geomorphology

Prerequisites: GLY 100.

Advanced study of landforms-fluvial, solution, glacial, marine, eolian, volcanic, and structural. History of geomorphic theories and regional landforms will also be covered. Fall, odd years. Credit, 3 semester hours.

GLY 425. Stratigraphy and Sedimentology

Prerequisites: GLY 125.

Study of environments of deposition of sediments and stratigraphic principles including facies and correlation. Classic examples from the geologic record will be used. Spring, even years. Credit, 3 semester hours.

GEOGRAPHY (GGY)

Geography 101, 102, 200, and 206 may be used to fulfill General Education requirements in the Social and Behavioral Science area.

GGY 101. Introduction to Geography

The study of the earth's physical environment and the relationships between people and the environment. Interactions between human activities and landforms, soils, vegetation, weather, and climate are emphasized. Fall, Spring. Credit, 3 semester hours.

GGY 102. World Regional Geography

Survey of most countries and regions of the world. An examination of cultures, economics, and physical characteristics as they relate to contemporary problems in world affairs. Presents an overview of the multicultural earth. Fall and Spring. Credit, 3 semester hours.

GGY 111. Geography of Current Events

An examination of the geographic themes of location, place, regions, and interactions of physical-cultural environments as they apply to world current events. Spring. Credit, 2 semester hours.

GGY 115. Earth Science (GLY 115)

The same course as GLY 115. Spring, Fall. Credit, 3 semester hours.

GGY 115L. Earth Science Laboratory (GLY 115L)

The same course as GLY 115L. Spring. Credit, 1 semester hour.

GGY 200. World Cultural Geography

Concept of culture applied to the human environment. Geographical variations and evolution resulting from interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

GGY 206. Economic Geography (ECN 206)

Location, development and distribution of major industries, agricultural products, and economic services. As announced. Credit, 3 semester hours.

GGY 246. Climatology (GLY 246)

Scientific analysis and classification of climate data. Climatic controls. Geographic areas and their major types of climate. As announced. Credit, 3 semester hours.

GGY 250. Introduction to Cartography

Concepts and skills of map and air-photo interpretation. Cartographic techniques and conventions for planning the use of terrain and resources. Spring. Credit, 3 semester hours.

GGY 262. Environmental Geology (GLY 262)

The same course as GLY 262. Fall, odd years. Credit, 3 semester hours.

GGY 299. Geography of Robeson County

Prerequisite: GGY 101 or permission of instructor. A survey of the cultural and physical environments of Robeson County. This course is a regional study assessing the natural and human resources with special attention to current ecological, social, and economic problems. As announced. Credit, 2 semester hours.

GGY 329. Society and the Environment (SOC 329)

A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Fall. Credit, 3 semester hours.

GGY 360. Urban Geography

Spatial structures, forms and functions of urban settlements. Size and spacing of towns and cities. Arrangement of land uses. Central business districts. Poverty, blight and renewal. Ports, transportation, and hinterlands. As announced. Credit, 3 semester hours.

GGY 372. North America

Analysis of physical and cultural bases of North American geographic patterns. Emphasis upon natural conditions, settlement patterns, and regional structure. As announced. Credit, 3 semester hours.

GGY 377. Geography of American Indians

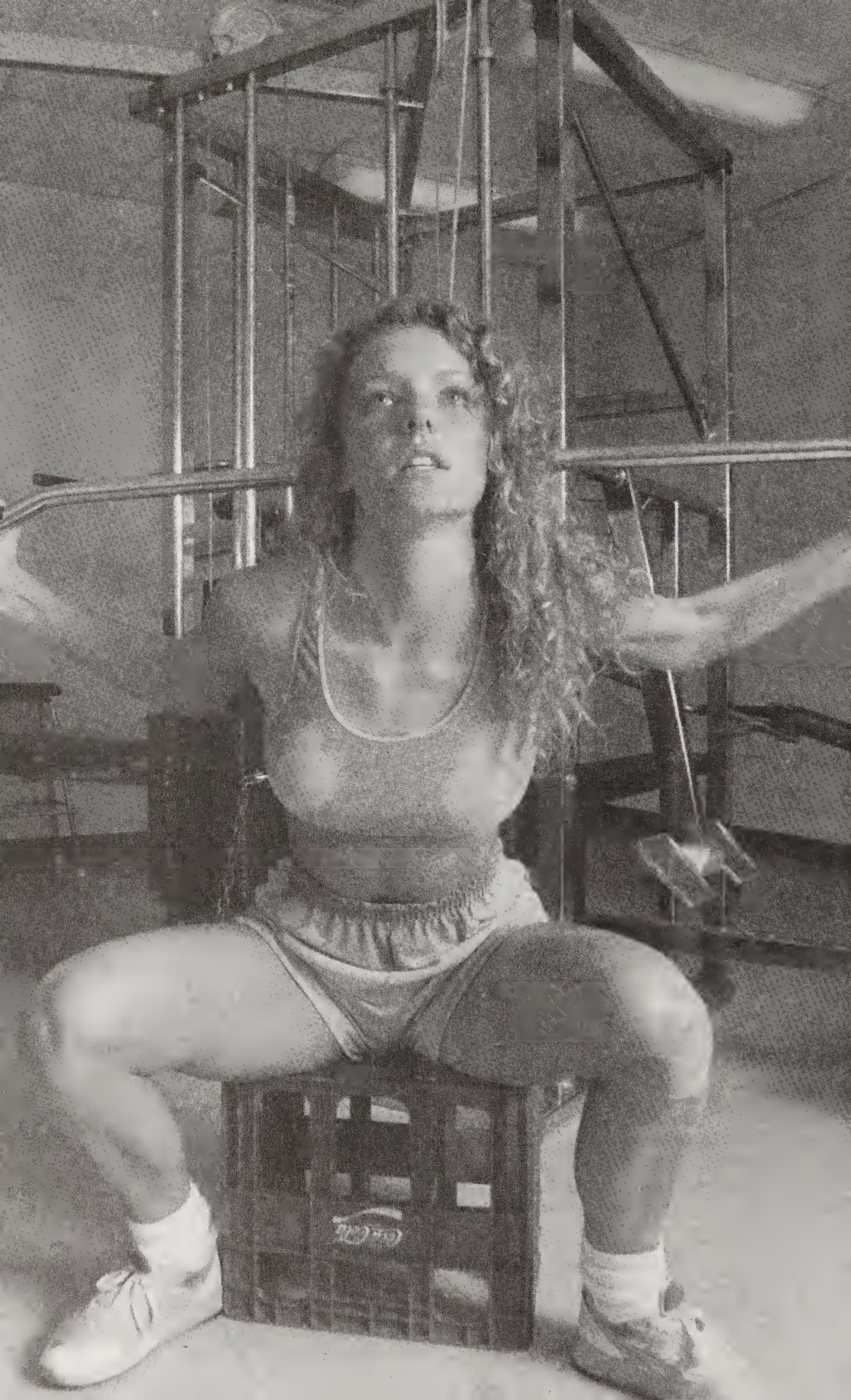
Prerequisites: GGY 101 or GGY 102.

An historical and cultural geography of American Indians from the time of European contact. Will focus upon population dynamics, settlement, patterns, economic development, land use, and physical resources. Spring, even numbered years. Credit, 3 semester hours.

GGY 401. Internship in Geography

Prerequisite: Permission of instructor.

Practical experience with a planning agency through an arranged internship. Supervision is provided by a designated official of the agency and by a member of the department faculty. As announced. Credit, 4 semester hours.



HEALTH, PHYSICAL EDUCATION AND RECREATION*Chair:* TOMMY THOMPSON

ELLEN BRYAN
SUSAN CHRISTIAN
ED CRAIN
DANNY DAVIS
JOHN HASKINS
DAWN LANGLEY

RAY PENNINGTON
LINDA PITTS
LARRY RODGERS
MIKE SCHAEFFER
P.J. SMITH
RICKY WILLIAMS

The purposes of the Department of Health, Physical Education and Recreation are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; (4) to provide competition for all interested students through a comprehensive program of intramural athletics in both team and individual sports; and (5) to provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially.

DEGREES OFFERED

Bachelor of Science Degree in Physical Education: Health and Physical Education

Bachelor of Science Degree in Physical Education: Recreation Management/Administration

Bachelor of Science Degree in Physical Education with Certification by the State for Teaching in the Public Schools (K-12)

SPECIAL CONCENTRATION

Curriculum Leading to Athletic Training N.A.T.A. National Certification

MINORS OFFERED

Minor in Physical Education
Minor in Athletic Coaching

Minor in Health Education
Minor in Recreation

**Requirements for a Bachelor of Science Degree in Physical Education:
Health and Physical Education (Non-Certification)**

| | Sem. Hrs. |
|---|-------------|
| General Studies | 51 |
| Degree Requirements | |
| HED 109A Health | 1 |
| HED 109B Safety & First Aid | 2 |
| PED 100 Basic Skills in PE | 1 |
| PED 101 Wellness & Fitness | 1 |
| PED 104 Adaptive PE | 1 |
| PED 106 Nutrition | 1 |
| PED 107 Computer Technology in PE | 1 |
| PED 130 Fitness Walking | Gen. Educ.* |
| PED 138 Rhythms & Dance | |
| OR | 1 |
| PED 179 Aerobic Dance | |
| PED 146 Weight Training | Gen. Educ.* |
| PED 173 Water Safety Instructor (WSI) | |
| OR | 1 |
| PED 240 Teaching Swimming | |
| PED 312 Sports in Contemporary Society | 3 |
| PED 316 PE Activities in Grades K-6 | 3 |
| PED 319 PE Activities in Grades 7-12 | 3 |
| PED 325 Practicum in PE | |
| OR | |
| PED 326 Practicum in Ath. Coaching | |
| OR | |
| REC 327 Practicum in Recreation | 1 |
| OR | |
| SPM 328 Practicum in Ath. Training | |
| PED 348 Anatomy & Kinesiology | 3 |
| PED 349 Physiology | 3 |
| PED 412 Exercise Physiology | 3 |
| PED 415 Organ & Admin of PE/Recreation | 3 |
| PED 424 Tests & Measurement in PE | 3 |
| REC 300 Intro to Recreation | |
| OR | 3 |
| REC 325 Rec Leadership & Supervision | |
| REC 425 Leisure Activities for Older Adults | 3 |
| SPM 315 Prev & Care of Athletic Injuries | 3 |
| SOC 398 Directed Research I | 1 |
| Must take five (5) of the following 1-hr. PE courses without duplicating any course above | |
| PED 131 Archery | |
| PED 132 Badminton | |
| PED 133 Golf | |
| PED 134 Beg. Swimming | |
| PED 135 Tennis | |
| PED 137 Bowling | |
| PED 138 Rhythms & Dance | |
| PED 139 Racquetball | |
| PED 141 Phys. Cond. | |
| PEd 145 Volleyball | |

| | |
|---|-----------|
| PED 172 Lifeguard Training | |
| PED 179 Aerobic Dance | |
| PED 230 Officiating Sports I | |
| PED 231 Officiating Sports II | |
| PED 241 Gymnastic Skills | |
| OR | |
| Maximum of any two (2) 1-hr. Coaching Course(s) | |
| CMA 209 Public Relations | |
| OR | 3 |
| CMA 210 Intro to Mass Communications | |
| Total PE Degree Hours | 53 |
| Electives | <u>20</u> |
| Total Hours | 128 |

Requirements for a Bachelor of Science Degree in Physical Education: Recreation Management/Administration

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirements | 1 |
| General Education Requirements | 50 |
| Major Requirements: | |
| ART 108 or 306; CMA 210 or PRE 209; | |
| BIO 210; PSY 225; HED 109A & 109B; | |
| REC 300; 320; 327; 425; 450 | |
| PED 101; 104; 106; 107; 134 or 140; 138; 230; 231; 172, 173 or 240; | |
| 316; 319; 412; 415 four (4) 1-hr. coaching courses; seven (7) of | |
| the following 1-hr. PE activity courses: PED 130; 131; 132; | |
| 133; 135; 137; 139; 141; 145; 146; 179; or 180. | 63 |
| Electives | <u>14</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree in Physical Education with Certification by the State for Teaching in the Public Schools, K-12 (see p. 54 for Teacher Education Requirements)

| | |
|---|--------------|
| | Sem. Hrs. |
| Orientation | 1 |
| General Education Requirements | 50 |
| Major Requirements: | |
| HED 109A and 109B; | |
| PED 101; 104; 106; 107; 138; 236; 241; 316; 319; 325; 348; | |
| 349; 412; 415; 424; and two (2) of the following 1-hr. | |
| courses: SPM 328 or PED 100 or any Coaching Course(s). | 34 |
| Professional Education Requirements: | |
| EDN 227; 310; 350; 419; 430; 448; | |
| PED 400; 401 | 25 |
| Academic Concentration (all PE certification majors are required by | |
| the State to take a second Academic Concentration, see p. 45); | <u>18-23</u> |
| Total | 128-133 |

Curriculum Guidelines Leading to N.A.T.A. Athletic Training Certification

| | Sem. Hrs. |
|--|------------|
| Orientation | 1 |
| General Education Requirements (NOTE: PSY 100 and BIO 100 are required in General Education) | 50 |
| Bachelor's Degree Major | 38 |
| Athletic Training Curriculum Requirements: (BIO 100); (PSY 100); HED 109A & 109B; SPM 105, 205, 305; 315; 328; 405; 499; PED 106; 107; 348; 349; 412; 424. | <u>39</u> |
| Total | 128 |

Additional Requirements in Athletic Training Curriculum:

1. Each student must spend a minimum of 1500 clock hours gaining practical experience under the supervision of a N.A.T.A. certified athletic trainer. Thirteen-hundred (1300) hours must be obtained in a traditional setting (i.e., high school, college, or professional) and no more than 200 hours can be earned in a nontraditional setting (e.g., clinic, hospital). The student can earn these hours over a period of at least two (2) years and not more than five (5) years.
2. Each student must earn at least an overall 2.5 GPA in the six (6) specific sports medicine/athletic training courses listed above (i.e., SPM 105, 106, 205, 305, 405, 499).

Requirements for a Minor in Physical Education

| | |
|--|-----------|
| HED 109A; 109B; PED 107; 134 or 140; 230 or 231; 236; 240; 241; 319; 415; two (2) 1-hr. coaching courses; SPM 315. | <u>22</u> |
| Total | 22 |

Requirements for a Minor in Recreation

| | |
|---|-----------|
| HED 109A; 109B; PED 134 or 140; 230; 231; REC 300; 320; 327; 425; four (4) 1-hr. coaching courses; five (5) 1-hr. PE activity courses chosen from the following list: PED 130; 131; 132; 133; 135; 137; 139; 141; 145; 146; 179; or 180. | <u>24</u> |
| Total | 24 |

Requirements for a Minor in Health Education

| | |
|--|-----------|
| HED 109A; 109B; 310; SPM 315; PED 418; BIO 103; SOC 373; 377. | <u>21</u> |
| Total | 21 |

Requirements for a Minor in Athletic Coaching

| | |
|--|-----------|
| SPM 315; PED 230; 231; 326; 348; 349; 412; 415; and four (4) 1-hr. coaching courses | <u>22</u> |
| Total | 22 |

COURSES

HEALTH EDUCATION (HED)

HED 106. Cardiopulmonary Resuscitation (CPR)

A certified course in cardiopulmonary resuscitation (CPR) that includes adult and infants CPR and airway obstruction technique. Half-semester (eight-week) course. Fall, Spring. Credit, 1 semester hour.

HED 109A. Health Issues [HEDA 109]

A study of major and contemporary personal and community health issues. Fall, Spring. Credit, 1 semester hour.

HED 109B. Safety & First Aid [HEDB 109]

A thorough American Red Cross-based study of safety, first aid, CPR, and emergency procedures. Fall, Spring. Credit, 2 semester hours.

HED 310. Teaching Health and Safety in the Elementary School

The principles, practices, and procedures in health and safety education for grades K-6. Fall, Spring. Credit, 3 semester hours.

HED 311. Health Education Activities for Grades 7-12

The principles, practices, and procedures in health education for grades 7-12. Fall, Spring. Credit, 3 semester hours.

PHYSICAL EDUCATION (PED)

Special note for Physical Education Majors: All 1-hr. Physical Education courses will be graded as follows: non-PE Majors may choose P/F or letter grade; required courses for Physical Education Department Majors must be letter grade *only*.

PED 100. PE Basic Skills

Designed to evaluate the execution and competency of a variety of fundamental movements, skills, etc. related to the teaching of PE in grades K-12. Fall, Spring. Credit, 1 semester hour.

PED 101. Wellness and Fitness

Basic, practical concepts concerning health, disease, fitness, exercise, obesity, etc., will be covered as related to personal wellness and fitness. Fall, Spring. Credit, 1 semester hour. Half-semester eight-week course.

PED 104. Adaptive Physical Education

Designed especially for teachers of exceptional children as well as handicapped-workers; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered. Half-semester (eight-week) course. Fall, Spring. Credit, 1 semester hour.

PED 106. Nutrition

Designed to investigate topics in nutrition which are most relevant to physical activity and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper bodyfat control. Half-semester (eight-week) course. Fall, Spring. Credit, 1 semester hours.

PED 107. Computer Technology in Physical Education and Recreation

Basic and thorough on-task development of computer hardware, terminals, operations, software, peripheral systems, recorders, printers, etc. Instruction methods as well as computer-assisted-instruction will be discussed and developed within the discipline. Fall, Spring. Credit, 1 semester hour. Half-semester eight-week course.

PED 130. Fitness Walking

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 131. Archery

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 132. Badminton

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 133. Golf

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 134. Beginning Swimming

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 135. Tennis

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 137. Bowling

Half-semester (8-week) course. \$15 fee. Fall, Spring. Credit, 1 semester hour.

PED 138. Rhythms and Dance

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 139. Racquetball

Half-semester (8-week). Fall, Spring. Credit, 1 semester hour.

PED 140. Intermediate Swimming

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 141. Physical Conditioning

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 145. Volleyball

Half-semester (8-week) course. Fall, Credit, 1 semester hour.

PED 146. Weight Training

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 150. Varsity Baseball

Athletes only; P/F grade only. Spring. Credit, 1 semester hour.

PED 151. Varsity Men's Basketball

Athletes only; P/F grade only. Fall or Spring. Credit, 1 semester hour.

PED 152. Varsity Cross Country

Athletes only; P/F grade only Fall. Credit, 1 semester hour.

PED 153. Varsity Golf

Athletes only; P/F grade only. Fall or Spring. Credit, 1 semester hour.

PED 154. Varsity Soccer

Athletes only; P/F grade only. Fall. Credit, 1 semester hour.

PED 157. Varsity Track and Field

Athletes only; P/F grade only. Spring. Credit, 1 semester hour.

PED 158. Varsity Wrestling

Athletes only; P/F grade only. Fall or Spring. Credit, 1 semester hour.

PED 159. Varsity Cheerleading

Squad members only; P/F grade only. Fall or Spring. Credit, 1 semester hour.

PED 160. Varsity Women's Basketball

Athletes only; P/F grade only. Fall or Spring. Credit, 1 semester hour.

PED 162. Varsity Volleyball

Athletes only; P/F grade only. Fall. Credit, 1 semester hour.

PED 163. Varsity Softball

Athletes only; P/F grade only. Spring. Credit, 1 semester hour.

PED 172. Lifeguard Training

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 173. Water Safety Instructor's (WSI) Course

Instructor's course in teaching swimming and lifesaving techniques leading to Red Cross certification. Red Cross prerequisites are Lifeguard Training (PED 172) and current First Aid/CPR certification card. Fall or Spring. Credit, 2 semester hours.

PED 177. Advanced Physical Conditioning

Aimed at varsity athletes. Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 178. Advanced Weight Training

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 179. Aerobic Dance

Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 180. The Art of Self Defense (MSC 180)

Half-semester (8-week) course. Fall. Credit, 1 semester hour.

PED 230. Officiating Sports I

An overview of the rules and mechanics of officiating football, soccer, volleyball, and wrestling as published by the respective National Alliance Rulebook. Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 231. Officiating Sports II

An overview of the rules and mechanics of officiating basketball, baseball, and softball as published by the respective National Alliance's Rule-book. Half-semester (8-week) course. Fall, Spring. Credit, 1 semester hour.

PED 236. Foundations of Physical Education

A study of the relationships and contributions of health and physical education to general education; historical and philosophical backgrounds, basic biological, physiological, and sociological foundations of the modern program. Fall, Spring. Credit, 3 semester hour.

PED 240. Teaching Swimming

Methods, materials, techniques, and skills of teaching swimming. Half-semester (eight-week) course. Fall, Spring. Credit, 1 semester hour.

PED 241. Gymnastic Skills

Fundamental skill development in stunts, tumbling, and gymnastics. Fall and Spring. Credit, 1 semester hour. Half-semester eight-week course.

PED 312. Sports in Contemporary Society (SOC 312)

A study of sports from a sociocultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Spring. Credit, 3 semester hours.

PED 316. Physical Education Activities for Grades K-6

A study of the materials and movement activities of physical education in grades K-6 as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Fall, Spring. Credit, 3 semester hours.

PED 319. Physical Education Activities for Grades 7-12

A study of the materials and movement activities of physical education in grades 7-12, as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Fall, Spring. Credit, 3 semester hours.

PED 325. Practicum in Physical Education

Practical observation and evaluation of the teaching of physical education. Fall, Spring. Credit, 1 semester hour.

PED 326. Practicum in Athletic Coaching

Practical field experience in coaching athletic teams. Student is assigned to either a member of the University coaching staff or a junior or senior high school coaching staff as an assistant. Fall, Spring. Credit, 1 semester hour.

PED 348. Anatomy and Kinesiology

An analytical, practical study of the structure of the human body and kinetic body movements in physical education and sports. Also, biomechanical analysis of human movement. Fall. Credit, 3 semester hours.

PED 349. Physiology

An analytical, practical study of the physiological systems of the body. Spring. Credit, 3 semester hours.

PED 350. Coaching Football*

A study of offensive and defensive play, strategies, fundamentals, and conditioning. Fall. Credit, 1 semester hour.

PED 351. Coaching Basketball (Men or Women)*

A study of offensive and defensive play, strategies, fundamentals, and conditioning. Fall. Credit, 1 semester hour.

PED 352. Coaching Track and Field*

A study of fundamentals, individual techniques, conditioning, maintaining facilities, and staging events. Spring. Credit, 1 semester hour.

PED 353. Coaching Baseball*

A study of offensive and defensive play, strategies, fundamentals, and conditioning. Spring. Credit, 1 semester hour.

PED 354. Coaching Wrestling*

A study of fundamentals, moves, strategies, and conditioning. Spring. Credit, 1 semester hour.

PED 355. Coaching Soccer*

A study of offensive and defensive play, strategies, fundamentals, and conditioning. Fall. Credit, 1 semester hour.

PED 356. Coaching Softball*

A study of offensive and defensive play, strategies, fundamentals, and conditioning. Spring. Credit, 1 semester hour.

PED 364. Coaching Volleyball*

A study of offensive and defensive play, strategies, fundamentals, and conditioning. Fall. Credit, 1 semester hour.

PED 366. Coaching Tennis*

A study of fundamentals, individual techniques, conditioning, drills, and conducting matches. Spring. Credit, 1 semester hour.

PED 400. Teaching Physical Education in Grades K-6

Purposes, methods, materials, techniques, and evaluation procedures in the teaching of physical education in K-6. Preparation of teaching plans and materials. Fall, Spring. Credit, 3 semester hours.

PED 401. Teaching Physical Education in Grades 7-12

Purposes, methods, materials, techniques, and evaluation procedures in the teaching of physical education in grades 7-12. Preparation of teaching plans and materials. Fall, Spring. Credit, 3 semester hours.

PED 412. Exercise Physiology

An analytical, practical study of how exercise affects the various physiological systems of the human body. Spring. Credit, 3 semester hours.

PED 415. Organization and Administration of Physical Education and Recreation

A study of the organization and administration of physical education and recreation with particular reference to management, logistics, legal issues, etc. Fall. Spring. Credit, 3 semester hours.

PED 418. Physical Education for the Exceptional Child

Designed especially for teachers of exceptional children as well as handicapped adults, senior citizens, etc.; practical application of physical education activities, equipment, and modification of facilities for adaptive needs; age, grade, and handicap levels will be considered. Fall, Spring. Credit, 3 semester hours.

PED 424. Tests and Measurement in Physical Education

An analysis of the methods of testing and evaluating in physical education; also an overview of statistics and data interpretation. Fall, Spring. Credit, 3 semester hours.

*All coaching courses are half-semester (8-week) courses.

RECREATION (REC)**REC 300. Introduction to Community Recreation**

An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Fall. Credit, 3 semester hours.

REC 320. Recreation Leadership and Supervision

An overview of practices, methods, and the processes of staff development in leisure service including an analysis of varied leadership functions and methods. Fall. Credit, 3 semester hours.

REC 327. Practicum in Recreation

Practical field experience in an off-campus setting including city and county public recreation agencies. Fall, Spring. Credit, 1 semester hours.

REC 425. Leisure Activities for Middle and Older Adulthood

The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach. Spring. Credit, 3 semester hours.

REC 450. Internship in Recreation Management/Administration

Prerequisite: Senior standing.

This course is coordinated by a University faculty member of the Department of HPER. The student will be under the supervision of an experienced recreation administrator for experiences related to the operation of a recreation program. The assignment will be within a municipal, county, state, or private agency which has as one of its primary functions that of providing recreation programs. Plans must be made in advance with the faculty advisor and approved by the Department Chairperson. Fall, Spring. Credit, 6 semester hours.

SPORTS MEDICINE/ATHLETIC TRAINING (SPM)**SPM 105. Introduction to Sports Medicine/Athletic Training**

An introductory course for potential trainers in their first year of clinical experience in athletic training/sports medicine; topics include instruction on maintaining a properly designed training room and training program (e.g., policies, procedures, legal issues). Fall. Credit, 3 semester hours.

SPM 205. Assessment of Athletic Injuries

Designed for students seeking N.A.T.A. certification; a course in athletic injury evaluation and identifying injury risk factors; topics also include anatomical, physiological, and psychological response to injury, splinting, bracing, and casting; evaluation of each body part will be covered along with associated injuries. Fall. Credit, 3 semester hours.

SPM 305. Treatment of Athletic Injuries

Designed for students seeking N.A.T.A. certification; course covers the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be on establishing a foundation for selecting a treatment protocol for an injury. Spring. Credit, 3 semester hours.

SPM 315. Prevention and Care of Athletic Injuries

Emphasizes training in the prevention, evaluation and care of athletic injuries. Fall, Spring. Credit, 3 semester hours.

SPM 328. Practicum in Athletic Training

Practical application in the management and treatment of athletic injuries. Fall, Spring. Credit, 1 semester hour.

SPM 405. Rehabilitation of Athletic Injuries

Designed for students seeking N.A.T.A. certification; course covers the principles of rehabilitation and its psychological effects; assessment of several aspects of the student/ athlete's rehabilitation; hands-on practice with equipment; the basics of procedures, criteria, and modalities for returning a student/athlete to competition are covered. Spring. Credit, 3 semester hours.

SPM 499. Athletic Training Internship

Prerequisites: Approval by PSU certified trainer and Department Chairman.

Supervised clinical experience for the advanced athletic training student. Plans must be made in advance with the PSU certified athletic trainer and approved by the Department Chairman. Fall, Spring. Credit, 6 semester hours.

HISTORY

Chair: DAVID K. ELIADES

ROBERT W. BROWN
LOREN L. BUTLER, II
JOHN CHAY

BRUCE J. DeHART
KATHLEEN C. HILTON*
JEROME A. McDUFFIE
WILLIAM P. TURNER

*Social Studies Education Coordinator

History is an intellectually liberating discipline. Through the study of the political, social, and cultural aspects of the modern world and the rise and development of major civilizations in the past, an individual gains insight into the shared experiences and achievements of humanity, acquires a perspective broadened by the study of peoples at different times and in different places, and develops analytical modes of thought. The study of History thus enables the individual to understand the perennial issues confronting human beings living in society, making more likely an informed, reasoned, and intelligent response to these problems.

The Department offers programs of study for students interested in virtually any career or profession. It provides a solid foundation for those who wish to teach History or the Social Studies and for the study of History at the graduate level. Courses offered by the Department likewise provide an excellent background for students who wish to study law, enter government service, or seek employment in other professions or the business world.

Programs of study offered by the Department of History include a major and a minor in History, a certification program in Secondary Social Studies Education, a 6-9 Social Studies teaching area for Middle Grades certification candidates, and an Academic Concentration in History for prospective teachers. Both the Secondary and Middle Grades certification programs in Social Studies Education have been reviewed by the National Council for the Social Studies and found to be in compliance with its standards.

Each History major or certification candidate is assigned an advisor who helps the student plan and approves his or her program of study.

Students planning graduate study in History should acquire a reading knowledge of one modern foreign language and take History 451 (Senior Seminar).

Requirements for a Bachelor of Arts Degree in History

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | 36 |
| Basic History (100 and 200 level courses) | (12) |
| Four courses from HST 101, 102, 126, 127, 210, and 250 | |
| Advanced History (300 and 400 level courses) | (24) |
| Option 1 | |
| Two courses each from the American and European areas; one course from the Latin American, Canadian, and non-Western area; HST 435 or HST 451; and two electives. | |
| Option 2 | |
| Approval of Contract | |
| HST 435 and HST 451; six approved electives. | |
| Electives | <u>41</u> |
| Total | 128 |

Requirements for a Bachelor of Arts in History: Secondary Social Studies Education

The Department of History offers a program of study that prepares students for certification by the North Carolina State Department of Public Instruction as teachers of the Social Studies in grades 9-12. This program has four major components: General Education, the History major, a collateral requirement in the Social Studies, and Professional Education coursework. Certification candidates must complete satisfactorily the General Education requirements of the University and the requirements for a B.A. in History established by the Department. The History major for certification candidates, although identical with the major followed by non-certification History majors in structure and the number of hours required, requires the prospective teacher to take courses that specifically prepare him/her to teach History in a secondary school setting. Accordingly, the History major for certification candidates identifies certain courses as required and limits the number of courses from which the student may choose his/her electives. Certification candidates must also satisfy the Social Studies requirement, a literature requirement, the Professional Education requirements needed for certification, and the competency requirements established by the State Board of Education. Additionally, students seeking admission to this program must meet the criteria (see p. 54) for admission to the Teacher Education program and for admission to the Professional Semester. Students planning to earn a Bachelor of Arts in History: Secondary Social Studies Education should, therefore, be aware that this program requires preparation in addition to that required for the Bachelor of Arts in History without certification. Except for courses listed as professional credits for teacher certification, the additional courses required in the Secondary Social Studies Education program, when overlap or duplication occurs, may also satisfy the General Education requirements of the University. Students seeking Secondary Social Studies certification must meet with the Secondary Social Studies Coordinator in the History Department before registering for any courses.

Bachelor of Arts in History: Secondary Social Studies Certification

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Certification candidates are required to take six semester hours in Literature; choose from the following: American Literature (ENG 220, 221); or English Literature (ENG 246); or World Literature (ENG 205, 206); or Introduction to Literature (ENG 203) | |
| History Requirements | 30-36* |
| Basic History (100 and 200 level courses) HST 101, 102, 127, and 250 | (12) |
| Advanced History (300 and 400 level courses) Six semester hours from HST 305, 306, 310, 314, 315, 316, 341, 360, 380, 381, 382, 410, and 413. Six semester hours from HST 321, 323, 327, 329, 332, 421, 422, 427, 430, 432, and 433. Three semester hours from HST 344, 351, 372, 386, and 394. HST 435 or HST 451 | (24) |
| Guided Electives: HST 317 and one additional advanced history course from those listed above (excluding HST 435 and 451). | |
| Social Studies Requirement | 15-27** |
| ECN 100; GGY 101 or 102 or 200; PLS 100 or 101; SOC 101 or 201; SOC 105; SSE 300 and 365. Six additional semester hours in one of the following fields: economics, geography, political science, or sociology. Courses listed as directed research, field work, independent study, and internship cannot be used to satisfy this requirement. | |
| Professional Education | 22 |
| EDN 227, 308, 350, 419, 430, 448; SSE 400 | |
| Electives | 10-0 |
| Total | 128-139 |

*Six semester hours of history can be counted under General Education.

**Twelve semester hours of social studies can be counted under General Education.

ACADEMIC CONCENTRATION IN HISTORY

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the History Department offers an Academic Concentration in History. This Academic Concentration is available to other students, regardless of major. This Concentration of 27 semester hours offers the prospective teacher both breadth and depth of study. The required Core Courses (15 semester hours) in American History, North Carolina History, Modern European History in a Global Context, and Non-Western History provide a solid foundation of knowledge. The Elective Courses (12 semester hours) provide each student with the opportunity to select advanced History courses in areas of personal or professional interest. Six semester hours of this Academic Concentration count toward the University's General Education requirements. Students seeking certification to teach in the public schools of North Carolina are encouraged to select courses dealing with modern American, modern European, or modern world history.

Academic Concentration in History (27 hours)**A. Required Core Courses (15 sem hrs):**

| | |
|---------|-----------|
| HST 101 | 3 sem hrs |
| HST 102 | 3 sem hrs |
| HST 127 | 3 sem hrs |
| HST 250 | 3 sem hrs |
| HST 317 | 3 sem hrs |

B. Elective Courses (12 sem hrs):

The student will choose, with the consent of his/her advisor, four (4) courses from the following: HST 305, 306, 310, 314, 315, 316, 321, 323, 327, 329, 332, 341, 344, 351, 360, 372, 380, 381, 382, 386, 394, 410, 413, 421, 427, 430, 432, and 433.

Students seeking Middle Grades (6-9) certification in the Social Studies must complete, in addition to the Academic Concentration, a program of collateral courses in the Social Sciences. For additional information concerning Middle Grades certification in the Social Studies, see below.

MIDDLE GRADES (6-9) CERTIFICATION IN SOCIAL STUDIES

The Social Studies Program (Grades 6-9) provides the prospective Middle Grades teacher with a balanced interdisciplinary program of study in History and the Social Sciences. Designed specifically to meet the guidelines established by the North Carolina Department of Public Instruction and to prepare certification candidates to teach the Social Studies subjects prescribed for the public schools of North Carolina, the comprehensive program features study in Anthropology, Economics, Geography, History, Political Science, and Sociology.

For students who select an Academic Concentration in History, the Middle Grades (6-9) certification program in the Social Studies consists of two parts: the Academic concentration in History and collateral courses in the Social Sciences that satisfy State Department of Public Instruction guidelines. Eighteen hours of the coursework required for this program may be applied to Pembroke State University's General Education requirements.

1. Academic Concentration in History (27 hours):**A. Required Core Courses (15 sem hrs):**

| | |
|---------|-----------|
| HST 101 | 3 sem hrs |
| HST 102 | 3 sem hrs |
| HST 127 | 3 sem hrs |
| HST 250 | 3 sem hrs |
| HST 317 | 3 sem hrs |

B. Elective Courses (12 sem hrs):

The student will choose four (4) courses from the following. HST 305, 306, 310, 314, 315, 316, 321, 323, 327, 329, 332, 341, 344, 351, 360, 372, 380, 381, 382, 386, 394, 410, 413, 421, 427, 430, 432, and 433.

2. Collateral Courses in the Social Sciences (18 sem hrs):

| | |
|--|-----------|
| ECN 100 | 3 sem hrs |
| PLS 100 or PLS 101 | 3 sem hrs |
| GGY 101, 102, or 200 (Select 2 GGY courses) | 6 sem hrs |
| SOC 101 or SOC 201 | 3 sem hrs |
| SOC 105 | 3 sem hrs |

Program Summary: History Concentration

| | |
|---|------------|
| 1. Academic Concentration in History (Overlap with General Education: 6 sem hrs) | 27 sem hrs |
| 2. Collateral Courses in the Social Sciences) (Overlap with General Education: 12 sem hrs) | 18 sem hrs |
| | <hr/> |
| | 45 sem hrs |
| Overlap with General Education | <hr/> |
| | 18 sem hrs |
| Total Hours Beyond General Education | <hr/> |
| | 27 sem hrs |

For students who select an Academic Concentration other than History and who seek Middle Grades (6-9) Certification in the Social Studies, the following program of study must be completed. Where overlap occurs, required courses may be counted for General Education, the Academic Concentration, and Middle Grades (6-9) Certification in the Social Studies.

| | |
|---|---------------|
| 1. Academic Concentration (must be in Geography, Political Science, or Sociology) | 24-27 sem hrs |
| 2. Collateral Courses in the Social Studies: | |
| SOC 101 or SOC 201 | 3 sem hrs |
| SOC 105 | 3 sem hrs |
| PLS 100 or PLS 101 | |
| (PLS 101 is recommended) | 3 sem hrs |
| HST 101, 102, 127, 250, and 317 | 15 sem hrs |
| GGY 101, 200, or 202 | |
| (Select 2 GGY courses) | 6 sem hrs |
| ECN 100 | <hr/> |
| | 3 sem hrs |
| | <hr/> |
| | 33 sem hrs |

Program Summary: Social Science Concentration

| | |
|---|---------------|
| 1. Academic Concentration in a Social Science | 24-27 sem hrs |
| 2. Collateral Courses in the Social Sciences | <hr/> |
| | 33 sem hrs |
| | <hr/> |
| | 57-60 sem hrs |

Combined Certification (6-9, 9-12)

Students seeking Middle Grades (6-9) Certification in the Social Studies may wish to consider combining it with 9-12 Social Studies certification. With careful planning and advisement, a student will be able to complete both programs, thereby enhancing his/her prospects for employment. Students interested in combining 6-9 Social Studies Certification with 9-12 certification in the Social Studies should see the Secondary Social Studies Coordinator in the History Department.

Students seeking Middle Grades (6-9) Certification in the Social Studies must consult with the Secondary Social Studies Coordinator in the History Department before registering for courses; checksheets for the Middle Grades Social Studies program are available from the Coordinator.

Requirements for a Minor in History

18 hours of history, of which 12 hours must be in 300 and 400 level courses.

COURSES

HISTORY (HST)

INTRODUCTORY COURSES

HST 101. American Civilizations to 1877

A survey of the major political, economic, social, and cultural developments in the United States to 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 102. American Civilizations since 1877

A survey of the major political, economic, social, and cultural developments in the United States since 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 126. Early European Civilization through 1648

A survey of early European civilizations from their pre-Greek origins through 1648. Fall, Spring. Credit, 3 semester hours.

HST 127. Modern European Civilization in a Global Context

A survey of major trends in European social, economic, cultural, and political history since 1648. Historical developments within modern Europe are viewed from a global perspective. Fall, Spring. Credit, 3 semester hours.

HST 210. History of the American Indian (AIS 210)

A survey of the major Indian cultures of North America with emphasis on those located in the eastern half of the United States. Fall, Spring. Credit, 3 semester hours.

HST 250. Modernization in Global Perspective

An examination of Latin American, African, and Asian civilizations as they undergo modernization. Fall. Credit, 3 semester hours.

U.S. HISTORY

HST 305. United States History: The Colonial Period, 1607-1763

Prerequisite: Permission of instructor.

A study of the American colonial experience to the end of the French and Indian war. Fall. Credit, 3 semester hours.

HST 306. United States History: The Revolutionary and Early National Period, 1763-1844

Prerequisite: Permission of instructor.

A study of the major political, economic, social, and cultural developments from 1763 to 1844. Spring. Credit, 3 semester hours.

HST 310. United States History: Sectionalism, Civil War, and Reconstruction, 1844-1877

Prerequisite: Permission of instructor.

A thematic and topical study of American history from 1844 to 1877 with an emphasis on sectionalism, the Civil War, and Reconstruction. Spring. Credit, 3 semester hours.

HST 314. United States History: The Gilded Age and Progressivism, 1877-1912

Prerequisite: Permission of instructor.

An analysis of political, economic, and social conditions from 1877-1912. Fall, Spring. Credit, 3 semester hours.

HST 315. United States History: War, Prosperity, and Depression, 1912-1945

Prerequisite: Permission of instructor.

An analysis of political, economic, and social conditions from 1912-1945. Fall, Spring. Credit, 3 semester hours.

HST 316. United States History: Recent America, 1945-Present

Prerequisite: Permission of instructor.

An analysis of political, economic, and social conditions since 1945. Fall, Spring. Credit, 3 semester hours.

HST 317. History of North Carolina

Prerequisite: Permission of instructor.

A study of selected phases of the development of North Carolina from its colonial beginnings to the present. Fall, Spring. Credit, 3 semester hours.

HST 341. U.S. Economic History (ECN 341)

Prerequisite: Permission of instructor.

A thematic study of the economy of the United States from colonization to the present. Spring. Credit, 3 semester hours.

HST 360. Afro-American History

Prerequisite: Permission of instructor.

A treatment of the Black people in American history from their African origins to the present. Fall. Credit, 3 semester hours.

HST 378. The American West: Myth and Reality (CMA 378)

Prerequisite: Permission of instructor.

An interdisciplinary study of the American West through films, literature, and history. Although the course will emphasize the events of the period from 1850 to 1890, it will also attempt to show the influence of the West as a concept down to the present. Spring. Credit, 3 semester hours.

HST 380. Women and the Development of U.S. Society

An in-depth study of U.S. women's history from the colonial period to 1870. Fall. Credit, 3 semester hours.

HST 381. Women in U.S. History, 1870-Present

An exploration of significant aspects of continuity and change in U.S. women's education, health care, family roles, employment options, and political participation since 1870. Spring. Credit, 3 semester hours.

HST 382. Growing Up American

An historical investigation of continuity and change in childhood as a life stage, with emphasis on patterns in the experience of growing up in the United States and the social construction of adolescence during the 20th Century. Spring. Credit, 3 semester hours.

HST 406. U.S. Military History (MSC 421)

Prerequisite: Permission of instructor.

A survey of American military policies and operations from 1776 to the present with emphasis on World War II, the Cold War, Korea, and Viet Nam. Fall or Spring. Credit, 3 semester hours.

HST 410. U.S. Social History

Prerequisite: Permission of instructor.

A study of the evolution of American society from colonial times to the 20th Century, including emphasis on patterns of daily life, social structure, and reform movements. Fall or Spring. Credit, 3 semester hours.

HST 413. History of U.S. Foreign Policy

Prerequisite: Permission of instructor.

A study of the major trends, issues, and problems in U.S. foreign policy. Fall, Spring. Credit, 3 semester hours.

EUROPEAN HISTORY**HST 321. Ancient History**

Prerequisite: Permission of instructor.

A survey of ancient history from the beginnings of civilization to A.D. 500. Fall. Credit, 3 semester hours.

HST 323. The Middle Ages

Prerequisite: Permission of instructor.

A survey of the development of western cultures from the fall of Rome to the Renaissance. Fall. Credit, 3 semester hours.

HST 324. Byzantine and Islamic History

Prerequisite: Permission of instructor.

A survey of the history of the Mediterranean world from A.D. 284 to A.D. 1453. Spring. Credit, 3 semester hours.

HST 327. Early Modern Europe, 1500-1789

Prerequisite: Permission of instructor.

A survey of European history from the Renaissance to the French Revolution. Fall. Credit, 3 semester hours.

HST 329. Revolution, Liberalism, and Nationalism in Europe, 1789-1914

Prerequisite: Permission of instructor.

A survey of European civilization from the French Revolution to the outbreak of the First World War. Spring. Credit, 3 semester hours.

HST 332. Twentieth Century Europe

Prerequisite: Permission of instructor.

A study of conflict and cooperation in an era of global war, with emphasis on the interaction of democracy, communism, fascism, and imperialism. Spring. Credit, 3 semester hours.

HST 337. Modern European Economic and Social History

A survey of the European economy and social classes from the birth of capitalism to the present. Fall, Spring. Credit, 3 semester hours.

HST 417. Modern English History

Prerequisite: Permission of instructor.

A survey of the major developments in English history from the establishment of the Tudor Dynasty (1485) to the present. Fall, Spring. Credit, 3 semester hours.

HST 421. History of Modern Germany, 1866 to the Present

Prerequisite: Permission of instructor.

An analysis of German history from the era of Bismarck to the present, with special emphasis on the unification of Germany, the two world wars, the Nazi Revolution, and the problem of a divided Germany. Fall, Spring. Credit, 3 semester hours.

HIST 422. The Second World War

A thorough investigation of the origins and course of the Second World War in both the European and Pacific Theatres, with emphasis on the ideological, diplomatic, strategic and military developments that shaped the conflict. Fall, Spring. Credit, 3 semester hours.

HST 427. European Intellectual History Since 1400

Prerequisite: Permission of instructor.

A study of the main currents of European thought, with special emphasis on the Renaissance, Reformation, Enlightenment, Liberalism, and Socialism. Fall, Spring. Credit, 3 semester hours.

HIST 430. Nazi Germany (1933-1945)

An interdisciplinary history and analysis of Nazi Germany (1933-1945), emphasizing aspects of political, social, cultural, and intellectual life as well as the legacy of Nazism, including historiography. Credit, 3 semester hours.

HST 432. A History of Imperial Russia from 1682 to 1917

Prerequisite: Permission of instructor.

An examination of Russia's political, social, economic, and cultural development from the reign of Peter the Great to the fall of the Romanovs in February 1917. Fall, Spring. Credit, 3 semester hours.

HST 433. History of Soviet Russia, 1917 to the Present

Prerequisite: Permission of instructor.

An examination of Soviet Russia's development from the 1917 revolution to the present day, with special emphasis on Leninism, Stalinism, and post-Stalinism. Fall, Spring. Credit, 3 semester hours.

LATIN AMERICAN, CANADIAN, AND NON-WESTERN HISTORY**HST 344. History of the Modern Far East**

Prerequisite: Permission of instructor.

A history of China, Japan, and Korea, with special attention to the problems of modernization. Fall, Spring. Credit, 3 semester hours.

HST 345. The United States and the Far East

Prerequisite: Permission of instructor.

A study of the major factors and the processes concerning American involvement in the Far East from the beginning of the Republic to the present; to include the nature of the international system in the Far East and changing American interest and policies in the region. Fall or Spring. Credit, 3 semester hours.

HST 351. History of the Modern Middle East

Prerequisite: Permission of instructor.

A study of the major trends and issues in the Middle East in the modern world. Fall, Spring. Credit, 3 semester hours.

HST 372. History of South Asia

A study of the Indian subcontinent with an emphasis on cultural, social, and economic aspects; the Moslem and Mogul eras; the British period; and events since 1945. Fall. Credit, 3 semester hours.

HST 385. Indians of Latin America (AIS 324)

A study of the history, culture and contemporary achievements of the Indians residing south of the Rio Grande. Fall. Credit, 3 semester hours.

HST 386. Latin America Since Independence

Prerequisite: Permission of instructor.

An examination of Latin America from Independence to the present. Emphasis will be placed on the historic antecedents of current events and Latin America's place in world affairs. Fall. Credit, 3 semester hours.

HST 394. History of Canada

Prerequisite: Permission of instructor.

A study of Canada from the early explorations and settlements to the present with special emphasis on the French and British in Canada, the advance from self-government to Confederation, and the relations of Canada with the United States and the British Commonwealth. Fall, Spring. Credit, 3 semester hours.

COLLOQUIA AND SEMINARS**HST 402. Colloquium: Selected Topics in American History**

Prerequisite: Permission of instructor.

An investigation into selected topics in American history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours.

HST 426. Colloquium: Selected Topics in European History

Prerequisite: Permission of instructor.

An investigation into selected topics in European history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours.

HST 440. Colloquium: Selected Topics in Non-Western History

An investigation into selected topics in Non-Western history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours.

HST 451. Senior Seminar

Prerequisite: 2.0 QPA in history courses taken, and completion of 15 hours of advanced history courses.

A study of special problems in a selected area of history with emphasis on historiography, methods, research, and writing skills. Fall, Spring. Credit, 3 semester hours.

GENERAL AND SPECIAL COURSES**HST 370. Introduction to Public History**

Introduction to Public History

Prerequisite: Permission of instructor.

An introduction to the operation and problems of historical agencies, problems of preservation and exhibition, archives management, historical editing and publishing, historical sites, and the techniques and processes of public history. Fall. Credit, 3 semester hours.

HST 399. Directed Reading in History

Prerequisite: Permission of instructor, completion of all lower division history requirements, and six hours of advanced history.

Directed reading under the guidance of instructor. Fall, Spring. Summer. Credit, 1-3 semester hours.

HST 435. Topics in History

This course will focus on one topic of general interest and explore it in detail; the topic will be announced in the schedule of courses. Possible topics include: Revolution in the Modern World; Hitler and Nazi Germany; and the American Civil War. May be taken only once on the same topic for credit. Spring. Credit, 3 semester hours.

HST 455. Historical Sites Study

Prerequisite: Permission of instructor.

A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. Cannot be used to satisfy requirements for history major. Summer. Credit, 2-6 semester hours.

HST 483. Workshop: Selected Topics in History

A workshop designed to assist pre-service and in-service teachers in expanding their conceptual understanding of a selected topic in history. Instruction will center on an indepth investigation of the announced topic; special attention will be given to the problem of relating the announced topic to the secondary Social Studies curriculum in North Carolina. Summer. Credit, 3 semester hours.

HST 499. Independent Study in History

Prerequisite: Permission of the Department.

Directed reading and research under the guidance of the instructor in a specific area or problem in history. Scheduled only for senior history majors with the approval of the Chairman of the Department. Fall, Spring. Credit, 1-3 semester hours.

SOCIAL STUDIES EDUCATION (SSE)

The courses in Social Studies Education are designed to help prospective teachers to develop the competencies needed in the classroom. These courses should be taken only after the student has given careful consideration to career objectives. The Social Studies Education courses are not history courses, and they cannot be used to meet history requirements.

SSE 300. Introduction to Teaching Social Studies in the Secondary School

Required of history majors seeking certification

Prerequisite: EDN 227 and 15 semester hours in history and social studies with a 2.5 average.

An overview of the social studies in the secondary school, an introduction to past and present trends in the social studies curriculum, and early field experiences for prospective teachers of the social studies. Such early field experiences include a planned and supervised program of observation and participation in the social studies classroom that introduces the certification candidate to the secondary student and the school setting. Fall, Spring. Credit, 3 semester hours.

SSE 365. Social Studies for the Secondary Teacher

Required of history majors seeking certification

Prerequisite: Thirty semester hours in history and social studies or permission of the instructor and SSE 300.

An introduction for the certification candidate to the nature, scope, objectives, source materials, and methodologies of the social studies (anthropology, economics, geography, history, political science, and sociology). The student is required to review representative curriculum materials and to integrate principles, concepts, and methods characteristic of the social studies that are appropriate for the secondary curriculum. Fall, Spring. Credit, 3 semester hours.

SSE 400. Methods of Teaching Social Studies in the Secondary School (EDN 400)

Required of history majors seeking certification.

Prerequisite: SSE 300, 365 and 30 hours in history with a 2.5 quality point average.

Materials and basic teaching strategies employed in teaching social studies in grades nine through twelve. Fall, Spring. Credit, 3 semester hours.

MATHEMATICS AND COMPUTER SCIENCE*Chair:* GILBERT L. SAMPSON +

DONALD E. BEKEN
CAROL BREWER
LEONARD CASCIOTTI
JOSEPH W. GOLDSTON
WUU FANG JANG
OSCAR JONES
RAYMOND MCDANIEL

FREDA PORTER-LOCKLEAR
THOMAS STROMMER
CLIFFORD TREMBLAY
WILLIAM TRUMAN
SANDRA WASHBURN
ALAN YOST

+ Mathematics Education
Coordinator

Mathematics is a precise and demanding subject which has remained a central part of mankind's intellectual achievement for over three thousand years. Important not only in intellectual affairs but in practical matters as well, mathematics has assumed a greater and wider role in today's world with the development of the digital computer. The role of the computer has become and is increasingly more important in mankind's everyday and technological world. As such, computing has evolved into a science covering the study of languages, programming, and theoretical concepts. The Department offers courses covering both the intellectual and practical sides of mathematics, the ground between, and digital computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in either Mathematics or Computer Science or a Master of Arts in Education; Mathematics Education (M.A.Ed.). The Mathematics major also may choose to gain certification to teach mathematics at the secondary level, (program approved by NCTM), or to follow a track in computer science. The computer science major may also acquire concentrations in mathematics, physical science, or business. The Department offers minors in both mathematics and computer science and also cooperates with the Education Department in offering a concentration in mathematics for Middle Grades Education majors.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics and computer science is especially urged to consult with the Department Chairman prior to registering for General Education courses. All majors choose advisors and are urged to consult with them periodically in order to plan and carry out their program of study.

Most non-majors fulfill the General Education requirements in mathematics by taking one of MAT 105, 106, 107 or 108. Well-prepared students may select MAT 109 or 221 for this purpose.

Requirements for a Bachelor of Science Degree in Mathematics: Major in Mathematics

| | |
|--|--------------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | |
| MAT 109, or equivalent courses in secondary school (MAT 107** & 108** may substitute for MAT 109); also MAT 220, 221, 222, 315, 316, 325, 431, and twelve (12) additional semester hours of advanced mathematics (PHY 336 may count for 3 of these semester hours) | 36-42 |
| Electives | <u>35-41</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree in Mathematics with Certification by the State to Teach Mathematics at the Secondary Level (see Teacher Education, p. 54, for Requirements.) This program has been approved by the National Council for Teachers of Mathematics.

| | |
|--|-------------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | |
| MAT 109***, or equivalent courses in secondary school (MAT 107** & 108** may substitute for MAT 109); also MAT 220, 221, 222 315, 316, 325, 328, 402, 411, 431, CSC 202, and six additional semester hours of advanced mathematics | 36-42 |
| Professional Education Requirements | |
| EDN 227, 308, 350, 419, 430, 448; | |
| MAT 250, 400; CSC 405 | 27 |
| Electives | <u>8-14</u> |
| Total | 128 |

Requirements for a Bachelor of Science Degree in Mathematics: Major in Computer Science

| | |
|--|--------------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements | *50 |
| Major Requirements | |
| MAT 109***, or equivalent courses in secondary school (MAT 107** & 108** may substitute for MAT 109); MAT 221*, 222*, 315, 316, 328; CSC 155 or equivalent as determined by Placement Test; also CSC 215, 255, 275, 325, 355, 395, two courses, at least one 400 level, from CSC 365, 375, 385, 415, 425, 435, 445, 455, or 465; and three courses, at least one 400 level, from MAT 317, 322, 325, 327, 329, 330, 415, or 444 | 45-56 |
| Electives | <u>21-32</u> |
| Total | 128 |

*Students who plan a major in mathematics should consult with the Department Chairman prior to registering for General Education courses.
**Count toward 3 hours each of General Education.
***Counts toward 4 hours of General Education.

Requirements for a Bachelor of Science Degree in Computer Science

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements | *50 |
| Major Requirements | 32-39 |
| CSC 155 or equivalent as determined by Placement Test, CSC 215, 255, 275, 325, 355, 365, 375, 395; MAT 109*** or equivalent. MAT 221***, 222***, 315, 328. | |
| Four courses from one of the following categories: | 12-14 |
| Category I: Computer Theory | |
| Both: CSC 415, 435; two courses selected from CSC 425, 445, 465, MAT 327, PHY 356 | |
| Category II: Computer Information Systems | |
| Both: CSC 385, 455; two courses selected from CSC 465, MGT 307, 308 | |
| Category III: Computer Engineering | |
| CSC 200 and one of CSC 415 or 435; two courses from PHY 200, 201, 356, EGR 205 | |
| Electives | 24-33 |
| Total | 128 |

Requirements for an Academic Concentration in Mathematics

| | |
|---|-----------|
| | Sem. Hrs. |
| MAT 109*** (MAT 107** & MAT 108** may substitute for MAT 109) | |
| MAT 220, 221, 222, 315, 328, 411 | |
| CSC 202 | 27 |

Requirements for Certification in Mathematics for the B.S. in Middle Grades Education (6-9) This program has been approved by the National Council for Teachers of Mathematics.

| | |
|--|-----------|
| | Sem. Hrs. |
| MAT 106 | |
| MAT 107 and 108 or MAT 109 | |
| MAT 201, 210, 215, 250, 300, 315, 325, 402, CSC 202 | |
| If a student chooses an Academic Concentration in Mathematics, then MAT 221, 222, 328, and 411 substitutes for MAT 201, 210, and 215 in the certification at the Middle Grades (6-9) level. | 34-36 |

Requirements for a Minor in Mathematics

| | |
|--|-----------|
| | Sem. Hrs. |
| MAT 221, 222, 315, 316; and three additional hours selected from advanced mathematics courses (300 or above) | 18 |

Requirements for a Minor in Computer Science

| | |
|---|-----------|
| | Sem. Hrs. |
| CSC 155 or equivalent as determined by Placement Test: CSC 215, 255, 275; one course from CSC 325 or 355; and at least one additional course from CSC 201, 325, 355, 365, 375, or 385 | 18 |

*Students who plan a major in Computer Science should consult with the Department Chairman prior to registering for General Education courses.

**Counts toward 3 hours each of General Education.

***Counts toward 4 hours of General Education.

COURSES

MATHEMATICS (MAT)

MAT 104. Fundamentals of Mathematics

Development of basic skills in mathematics, emphasizing computational measurement and problem-solving skills. (Will not count toward graduation requirements). Fall, Spring. Credit, 3 semester hours.

MAT 105. Introduction to College Mathematics

Prerequisites: MAT 104 or appropriate score on the Mathematics Placement Examination.

A study of the real number system and its applications. Introduction to sets, functions and algebraic concepts including simple equations, formulas, and graphing. Introduction to probability and statistics. Fall, Spring, Summer. Credit, 3 semester hours.

MAT 106. Foundational Concepts of Mathematics

Prerequisite: Appropriate score on Mathematics Placement Examination.

A general concept course including such topics as sets, bases, modular arithmetic, and the development of real number system. Fall, Spring, and Summer. Credit, 3 semester hours.

MAT 107. College Algebra

A study of the real numbers, algebraic expressions and sets. First and second order equations, and first order inequalities and their graphs. Functions, exponents and logarithms. Fall, Spring, Summer. Credit, 3 semester hours.

MAT 108. Plane Trigonometry

Prerequisite: MAT 107.

Angular measure, solution of right triangles, trigonometric function values of any angle, fundamental trigonometric relations, graphs of the trigonometric functions, solution of oblique triangles, and logarithmic solution of triangles. Fall, Spring, Summer. Credit, 3 semester hours.

MAT 109. College Algebra and Trigonometry

Real and complex numbers, set, inequalities, functions and their graphs; polynomials, rational functions, and algebraic functions; exponential, logarithmic, and trigonometric functions. Analytic geometry. Fall, Spring. Credit, 4 semester hours.

MAT 118. Finite Mathematics

Prerequisite: MAT 107 or equivalent.

Set theory, symbolic logic, permutations and combinations, probability, conditional probability, matrices and systems of equations. Some applications to stochastic processes, Markov chains, linear programming, statistics. Fall, Spring, Summer. Credit, 3 semester hours.

MAT 201. Elements of Metric Geometry

Prerequisites: MAT 105, 106.

Designed to give the general student a complete overview of the measurement aspects of geometry from a Euclidean point of view. Topics include linear measurement, perimeter, area, volume, congruence, and similarity, symmetry, and transformations. Constructions using variety of approaches will receive particular emphasis. Spring, Summer. Credit, 3 semester hours.

MAT 210. Introduction to Statistics

Recommended prerequisite: MAT 107.

Elementary statistical analysis using a computer-based statistics package and data. Measures of central tendency and variability; properties of the binomial, normal, and Poisson distributions; hypothesis testing and sampling; and regression analysis. A required one hour per week laboratory. Spring. Credit, 3 semester hours.

MAT 215. Calculus with Applications

Prerequisites: MAT 107 or MAT 109 or equivalent.

Required For: Biology Majors. Not open to Mathematics Majors.

A study of functions of one variable; derivatives, integrals and their applications to Biological Sciences and Business. Special attention will be given to exponential functions with respect to growth and decay applications. Topics of multivariate Calculus will also be included. Fall, Spring. Credit, 4 semester hours.

MAT 220. Point Set Theory

Prerequisite: MAT 107 or MAT 109 or equivalent.

Introduction to set theory, elementary concepts of the topology of the real line and the plane, elementary logic, and techniques of proof. Mathematics majors should take this course concurrently with Calculus I or Calculus II. Spring. Credit, 3 semester hours.

MAT 221. Calculus I

Prerequisites: MAT 107 and MAT 108, or MAT 109, or equivalent.

Study of functions of one variable, topics from analytic geometry, limits and continuity; differentiation of algebraic functions; curve sketching; various applications chosen from physics, economics, and optimization. Fall, Spring, Summer. Credit, 4 semester hours.

MAT 222. Calculus II

Prerequisite: MAT 221.

A study of integrals, the definite integral, the fundamental theorem of the calculus, applications of the definite integral. The derivative and integral of exponential, logarithmic, trigonometric and inverse trigonometric functions; and techniques of integration. Fall, Spring, Summer. Credit, 4 semester hours.

MAT 250. Introduction to Teaching Mathematics in the Secondary Schools

Prerequisites: EDN 227, MAT 221.

Designed to provide an overview of mathematics in the secondary school and early experiences for prospective mathematics teachers. These experiences include a planned program of observational and participatory experience in the mathematics classroom. Spring. Credit, 2 semester hours.

MAT 300. The Teaching of Mathematics in the Middle Grades (6-9)

Prerequisite: MAT 250.

Required for: Mathematics concentration in The Middle Grades (6-9).

Presents modern techniques and methods of teaching mathematics in the middle grades (6-9). Laboratory work provides deeper understanding of mathematical concepts and experience with materials and methods appropriate for classroom use. As announced. Credit, 3 semester hours.

MAT 315. Linear Algebra I

Prerequisite: MAT 222.

An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, inverses, rank, determinants, inner products. Applications of matrices to problems involving systems of equations. Fall, Spring. Credit, 3 semester hours.

MAT 316. Intermediate Calculus

Prerequisite: MAT 222.

Selected topics from Calculus I and II from an advanced viewpoint. L'Hospital's rule, improper integrals, Taylor's theorem, infinite series. Multivariable calculus: limits, continuity, partial derivatives, extrema, iterated integrals, and applications. Fall, Spring. Credit, 4 semester hours.

MAT 317. Linear Algebra II

Prerequisite: MAT 315.

Eigenvalues and eigenvectors, similarity of matrices, reduction of matrices to diagonal form. Cayley-Hamilton theorem, minimum polynomial, Jordan canonical form. Hermitian, unitary, and normal matrices, orthonormal basis, Gram-Schmidt process. Simplification of quadratic forms and other applications. As announced. Credit, 3 semester hours.

MAT 322. Differential Equations

Prerequisite: MAT 316.

An introduction to ordinary differential equations including classification of solutions to differential equations, existence and uniqueness of solutions, power series methods, initial value problems, and applications. Spring. Credit, 3 semester hours.

MAT 325. Algebra I

Prerequisite: MAT 315.

Introduction to groups, integral domains, rings and fields, with further study of subgroups, cyclic groups, groups of permutations, isomorphisms and homomorphisms of groups, direct products, and factor groups. Spring. Credit, 3 semester hours.

MAT 326. Algebra II

Prerequisite: MAT 325.

Further topics in group theory; rings, integral domains, fields, ideals, quotient rings, homomorphisms, direct sums, polynomial rings, extension fields. Fall. Credit, 3 semester hours.

MAT 327. Numerical Analysis

Prerequisites: MAT 315, 316, and one high level programming language.

An introduction to the solution of mathematical problems by computational techniques, including both finite and iterative methods and error analysis. Spring. Credit, 3 semester hours.

MAT 328. Probability and Statistics I

Prerequisite: MAT 222.

Probability, sample spaces, counting techniques, random variables, discrete and continuous distribution functions, characteristics functions. Binomial, Poisson, and normal distributions. Central limit theorems. Fall. Credit, 3 semester hours.

MAT 330. Probability and Statistics II

Prerequisites: MAT 316, 328.

An introduction to common theoretical distributions, central limit theorems, two dimensional random variables, sampling distributions, estimation, confidence intervals, hypothesis testing, regression theory and applications. Spring. Credit, 3 semester hours.

MAT 400. Methods of Teaching Mathematics in Secondary Schools (EDN 400)

Purposes, methods, materials, and evaluation procedures in teaching mathematics. Directed observation in public school mathematics classes. Preparation of teaching plans and materials. Accelerated. Spring. Credit, 3 semester hours.

MAT 402. A Historical Development of Mathematics

Prerequisites: MAT 222.

A study of the development of mathematics in its historical setting from its earliest beginnings to modern times. Note: This course may not be used as an Advanced Mathematics requirements for the Major in Mathematics. Spring. Credit, 3 semester hours.

MAT 411. College Geometry

Prerequisite or corequisite: MAT 315.

A study of the development of Euclidean geometry from the metric and synthetic approach and an introduction to non-Euclidean geometry. Fall. Credit, 3 semester hours.

MAT 415. Theory of Numbers

Prerequisite: MAT 222.

An introduction to the properties of integers, prime and composite numbers, Fermat's Theorem, arithmetic functions, quadratic residues, diophantine equations, continued fractions and congruences. As announced. Credit, 3 semester hours.

MAT 422. Applied Mathematics

Prerequisite: MAT 315 and MAT 322.

Introduction to mathematical modeling. Techniques and properties of discrete and continuous models. Case studies. Fall. Credit, 3 semester hours.

MAT 431. Advanced Calculus I

Prerequisites: MAT 316, and MAT 220.

An introduction to modern mathematical analysis with careful attention to topics of elementary and intermediate calculus of one or more variables. Topics include convergence of sequences and series, mean value theorems, the Cauchy criterion, integrability. Fall. Credit, 3 semester hours.

MAT 432. Advanced Calculus II

Prerequisite: MAT 431.

A continuation of Advanced Calculus I including such topics as the total derivative of multivariable functions, transformations of \mathbb{R}^n , representations of functions by series and integrals, and uniform convergence. Spring. Credit, 3 semester hours.

MAT 444. Complex Analysis

Prerequisite: MAT 316.

The complex numbers, analytic functions, conformal mappings, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, residues, analytic continuation. Liouville's theorem. As announced. Credit, 3 semester hours.

MAT 448. Special Topics (Variable Title)

Prerequisites: Teaching certificate.

A study of special topics in mathematics or mathematics education. The selected topics will be an in-depth study of a content area or they will be selected over the breadth of a content area. As announced. Credit, 3 semester hours.

MAT 499. Independent Study

Offered for mathematics majors on approval of the Department Chairman. Credit, 1-3 semester hours.

COMPUTER SCIENCE (CSC)

CSC 100. Introduction to Computers

The content of this course includes a discussion of computer hardware, computer software, the history of computing, and typical applications of computers. A significant amount of time is devoted to such applications as word processing, spreadsheets, data bases, and graphics. Additional topics for discussion include a brief introduction to computer languages, effects of computers on society and the individual, data communications, and artificial intelligence. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 155. Foundations of Computing

Overview of the local computing environment. History of digital computers. Introduction to computer organization, data representation, and programming. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 200. Introduction to Computer Programming—FORTRAN

Prerequisites: CSC 155, MAT 107, or permission of instructor.

A first course in programming using concepts of structural programming and algorithmic analysis with emphasis on scientific applications. Details of structured FORTRAN. As announced. Credit, 3 semester hours.

CSC 201. Introduction to Computer Programming—COBOL

Prerequisite: CSC 155 or permission of instructor.

A first course in programming using concepts of structured programming and algorithmic analysis with emphasis on data processing applications. Details of the COBOL language. As announced. Credit, 3 semester hours.

CSC 202. Microcomputer Programming

Prerequisites: CSC 100, or CSC 155, or permission of instructor.

A first course in microcomputer programming and operating systems, emphasizing both numeric and string processing, and structured programming. Details of the PASCAL and BASIC languages, using both IBM compatible and Apple microcomputers. Features of these two systems will also be compared. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 205. Introduction to Programming — C

Prerequisite: CSC 155

A first course in programming the C-Language using concepts of structured programming and algorithmic analysis with emphasis on application. Fall, Spring. Credit, 3 semester hours.

CSC 215. Discrete Structures

Prerequisite: MAT 109 or equivalent.

Discrete structures with applications to Computer Science. Boolean algebra. Sets. Functions and relations. Propositional logic. Induction. Permutations and combinations. Finite state machines. Trees and graphs. Vectors and matrices. Fall, Spring. Credit, 3 semester hours.

CSC 255. Programming and Algorithms I

Prerequisite: CSC 155.

Introduction to programming. Pascal language. Representation of data, constants, and variables. Arithmetic and logical expressions. Simple I/O. Arrays. Subprograms. Searching, sorting, and merging. Techniques of problem solving. Stepwise refinement. Principles of documentation. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 275. Programming and Algorithms II

Prerequisites: CSC 255 and MAT 109.

Principles of good programming style. Control flow. Debugging and testing. String processing. Further methods of searching and sorting. Recursion. Stacks and linked lists. Records and built-up data types. Fall, Spring, Credit, 3 semester hours.

CSC 325. Fundamentals of Computer Systems

Prerequisites: CSC 215 and CSC 275.

Computer structure, machine language, assembly language, and addressing modes. File structures and I/O. Memory management. Assemblers, linkers, and loaders. Fall. Credit, 3 semester hours.

CSC 355. Data Structures

Prerequisites: CSC 215 and CSC 275.

Design of algorithms. Graphs, paths, and trees. Analysis of algorithms for internal and external sorting, searching, and merging. Hashing. Algorithms for dynamic storage allocation. Fall, Spring. Credit, 3 semester hours.

CSC 365. Introduction to Computer Architecture

Prerequisite: CSC 325.

Basic logic design and sequential circuits. Digital storage and access. Study of a processor. Microprogramming. Alternate architectures. Spring. Credit, 3 semester hours.

CSC 375. Programming Languages

Prerequisite: CSC 325 and CSC 355.

An introduction to programming languages design and implementation. Survey of several major languages and their features. An emphasis on implementation details. Spring. Credit, 3 semester hours.

CSC 385. File Processing with COBOL

Prerequisites: CSC 325, CSC 355, and MAT 222.

File processing environment. Sequential access. External sort and merge algorithms. Random access methods. Trees, lists, inverted lists, multilists. Indexed sequential and hierarchial structures. COBOL language. Spring. Credit, 3 semester hours.

CSC 395. Introduction to Finite Automata

Prerequisite: CSC 325, CSC 355, and MAT 222.

Introduction to formal language theory, finite automata, regular expressions and regular grammars. Push-down automata and context-free grammars. Turing machines and context-sensitive grammars. Fall. Credit, 3 semester hours.

CSC 405. Current Topics in Computers in Education

Prerequisite: Permission of instructor.

Use of computers in Education. Discussion, use, and evaluation of computer software and hardware for the classroom. Applications to curriculum development. The course is designed as a service course for teachers and can be used only as a guided elective. It is not to be counted for the mathematics concentration at the graduate level. The course will include a required lab. As announced. Credit, 3 semester hours.

CSC 415. Translators and Compilers

Prerequisites: CSC 375, CSC 395.

Interpreters, assemblers, and compilers. Grammar, languages, syntax, semantics, and BNF. Parsing and symbol tables. One and two pass assemblers. Design of interpreters and compilers. Large programming project. Spring. Credit, 4 semester hours.

CSC 425. Advanced Software Project

Prerequisites: CSC 325, CSC 355, and MAT 222.

An assigned, individual, in-depth programming project including design, documentation, and testing. As announced. Credit, 3 semester hours.

CSC 435. Operating Systems

Prerequisites: CSC 365 and MAT 222.

I/O and interrupt structure, procedure activation. Monitors and kernels. System evaluation with elementary queuing, modelling, and statistical analysis. Memory management with paging, virtual memory, and multiprogramming. Process management, semaphores, deadlocks, and schedulers. Large programming project. Fall. Credit, 4 semester hours.

CSC 445. Design and Analysis of Algorithms

Prerequisites: CSC 325, CSC 355, and MAT 222.

Analysis of algorithms. Advanced data structures. Time and space complexity. Turing machines. Proof of correctness. An announced. Credit, 3 semester hours.

CSC 455. Systems Analysis and Design Project

Prerequisites: CSC 385.

Formal models of structured design and programming. Information hiding. Iterative enhancement. Structure of programming teams. Program libraries, walk-throughs and documentation. Development of a large software project by student teams. Spring. Credit, 4 semester hours.

CSC 465. Database Management Systems

Prerequisites: CSC 385.

Goals of DBMS including data independence, relationships, logical and physical organizations, schema, and subschema. Hierarchical, network and relational models. Examples of implementation. Data descriptor languages. Query facilities. File organization. Index organization. Data integrity and reliability. As announced. Credit, 3 semester hours.

CSC 495. Seminar in Computer Science

Prerequisites: CSC 325, CSC 355, and MAT 222; permission of instructor.

Advanced software topics. As announced. Credit, 3 semester hours.

CSC 496. Seminar in Computer Science

Prerequisites: CSC 325, CSC 355, and MAT 222; permission of instructor.

Advanced hardware topics. As announced. Credit, 3 semester hours.

CSC 499. Independent Study

Open to seniors in Computer Science with a quality point average of 3.0 in the major and with approval of the Department Chairman. Required written and oral reports. As announced. Credit, 1-3 semester hours.

GRADUATE COURSES

In addition to courses of study listed in this section, the Department of Mathematics and Computer Science offers a Master of Arts in Mathematics Education. See the Graduate Programs section of this catalog for a description of this program.

MUSIC

Chair: ROBERT L. ROMINE

LARRY D. ARNOLD
EUGENIE INES BURKETT*
WILLIAM F. FRITZ

ELIZABETH W. MAISONPIERRE
HAROLD C. SLAGLE
GEORGE R. WALTER

*Music Education Coordinator

The Department of Music is a full member of the National Association of Schools of Music. The requirements set forth in this catalog are in accordance with the published regulations of the National Association of Schools of Music.

The purposes of the Department of Music are: to provide comprehensive training for teachers of vocal and instrumental music; to provide a well-rounded course of study for those students pursuing a professional career in music or continuing in graduate work; to provide experience which the music student and the general university student will find rewarding in developing their cultural sensitivity; and to provide public programs and concerts to enrich the cultural life of the University and the community.

The Department of Music offers degree programs in music education and performance. In addition, minors exist in Music, Sacred Music, and Jazz Studies.

BACHELOR'S DEGREES IN MUSIC

Requirements for a Bachelor of Arts in Music

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Major Requirements | |
| MUS 100 or 141, 101 or 142, 113, 114, 115, 159, 160, 181 or 159 or 373, 182 or 160 or 374, 193, 200 or 241, 201 or 242, 214, 215, 259, 260, 281 or 259 or 473, 282 or 260 or 474, 295, 296, 300 or 341, 301 or 342, 329, 332, 334, 359, 360, 395, 432, 401 or 441, 402 or 442, 459 | 53 |
| Electives | 24 |
| Total | 128 |

Requirements for a Bachelor of Arts in Music with Emphasis in Performance

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Core Music Requirements | |
| MUS 100 or 141, 101 or 142, 113*, 114, 115, 159, 160, 181 or 159, 182 or 160, 193, 200 or 241, 201 or 242, 214, 215, 259, 260, 281 or 259, 282 or 260, 295*, 296*, 300 or 341, 301 or 342, 329, 334, 359, 360, 395, 401 or 441, 404, 459 | 41 |

| | |
|--|----------|
| Performance Concentration Requirements | |
| MUS 159***, 160, 236, 237, 259, 260, 332, 359, 360, 373, 402 or 442, 432, 445, 459, 460; **100-402, 141-442, 165-466, 156-457, 162-463, 335-435. | 25 |
| Music Electives | 8 |
| General Electives | <u>3</u> |
| Total | 128 |

*Courses are in General Education.

**4 hours of ensemble other than major ensemble are to be selected.

***16 hours of applied credit must be completed in the major performance area. Students who plan a major in music or music education should consult with the Department Chairman prior to registering for General Education courses.

Requirements for a Bachelor of Arts in Music with Emphasis in Music Industry

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Core Music Requirements: | |
| MUS 101 or 141, 101 or 141, 113*, 114, 115, 159, 160, 181 or 159, 182 or 160, 193, 200 or 241, 201 or 242, 214, 215, 259, 260, 281 or 259, 282 or 260, 295*, 296*, 300 or 341, 301 or 342, 329, 334, 359, 360, 395, 401 or 441, 404, 459 | 39 |
| Music Industry Concentration Requirements | |
| MUS 171, 172, 191, 205, 271, 400, 420, 433, 499, ACC 227; ECN 100*; FIN 310; MGT 307; MKT 312; business elective | 35 |
| Electives | <u>3</u> |
| Total | 128 |

*Courses are in General Education.

Students who plan a major in music or music education should consult with the Department Chairman prior to registering for General Education courses.

Requirements for a Bachelor of Music with a Vocal Emphasis and with Certification by the State to Teach Music in the Public Schools (see p. 54 for Teacher Education requirements)

| | |
|--|------------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Major Requirements | |
| MUS 100, 101, 113, 114, 115, 159, 160, 171, 172, 181 or 159 182 or 160, 191, 193, 200, 201, 205, 214, 215, 259, 260, 281 or 259, 282 or 260, 271, 295, 296, 300, 301, 329, 334, 395, 359, 360, 401, 404, 405, and 459 | 56-57 |
| Professional Education Requirements: | |
| EDN 227, 310, 350, 419, 430, 448; and MUS 400 | 22 |
| Music Elective | <u>7-8</u> |
| Total | 128 |

Requirements for a Bachelor of Music with an Instrumental Emphasis and with Certification by the State to Teach Music in the Public Schools (see p. 54 for Teacher Education requirements)

| | Sem. Hrs. |
|---|------------|
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Major Requirements | |
| MUS 113, 114, 115, 141, 142, 159, 160, 171, 172, 181 or 159, 182 or 160, 191, 193, 205, 214, 215, 241, 242, 259, 260, 271, 281 or 259, 282 or 260, 295, 296, 329, 334, 395, 341, 342, 359, 360, 404, 420, 441 and 459 | 56-57 |
| Professional Education Requirements | |
| EDN 227, 310, 350, 419, 430, 448; MUS 400 | 22 |
| Electives | <u>7-8</u> |
| Total | 128 |

*Students who plan a major in music or music education should consult with the Department Chairman prior to registering for General Education courses. Teacher certification requirements of 6 hours of literature and 6 hours of history would each be satisfied in part by Music 296 and Music 395.

Requirements for a Bachelor of Music with a Keyboard Emphasis and with Certification by the State to Teach Music in the Public Schools (Vocal Orientation). (See p. 54 for Teacher Education requirements.)

| | Sem. Hrs. |
|--|------------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements: | |
| MUS 100, 101, 113, 114, 115, 159 (20 or 21), 160 (20 or 21), 171, 172, 191, 193, 200, 201, 205, 214, 215, 259 (20 or 21), 260 (20 or 21), 271, 295, 296, 329, 334, 335, 336, 359 (20 or 21), 360 (20 or 21), 395, 404, 405, 425, 435, 459 (20 or 21) | 61-62 |
| Professional Education Requirements: | |
| EDN 227, 310, 350, 419, 430, 448; and MUS 400 | 22 |
| Electives | <u>2-3</u> |
| Total | 128 |

Requirements for a Bachelor of Music with a Keyboard Emphasis and with Certification by the State to Teach Music in the Public Schools (Instrumental Orientation). (See p. 54 for Teacher Education requirements.)

| | Sem. Hrs. |
|--|------------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements: | |
| MUS 113, 114, 115, 141, 142, 159 (20 or 21), 160 (20 or 21), 171, 172, 191; 193, 205, 214, 215, 241, 242, 259 (20 or 21), 260 (20 or 21), 271, 195, 296, 329, 334, 335, 336, 359 (20 or 21), 360 (20 or 21), 395, 404, 420, 425, 435, 459 (20 or 21) | 61-62 |
| Professional Education Requirements: | |
| EDN 227, 310, 350, 419; 430, 448; and MUS 400 | 22 |
| Electives | <u>2-3</u> |
| Total | 128 |

*Students who plan a major in music or music education should consult with the Department Chairman prior to registering for General Education courses. Teacher certification requirements of 6 hours of literature and 6 hours of history would each be satisfied in part by Music 296 and Music 395.

ACADEMIC CONCENTRATION IN MUSIC

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Music Department offers an Academic Concentration of 27 hours.

Required Courses

| Course Number | Course Title | Semester Hours |
|--|--------------|----------------|
| MUS 113, 114, and 115 | | 9 |
| MUS 230; MUS 224, 295, 296, or 395 | | 6 |
| MUS 100, 101, and 200 or 141, 142, and 241 | | 3 |
| MUS 159, 160, and 259 | | 3 |
| MUS 181, 182, and 281 | | 3 |
| MUS 329 | | <u>3</u> |
| Total | | 27 |

MINOR IN MUSIC

The Minor in Music is designed to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education.

Students who plan a Minor in Music should consult with the Department Chairman in order to acquire a music advisor in addition to their major advisor.

| Required Courses | Sem. Hrs. | |
|------------------|------------------------------------|---------------------|
| MUS 113 | Fundamentals of Music Theory | 3 hrs. |
| MUS 181-182 | Class Piano I & II | 2 hrs. |
| MUS 230 | Introduction to Music Appreciation | 3 hrs. |
| MUS 100-201 | Concert Choir | |
| or | or | |
| MUS 141-241 | University Band | 3 hrs. |
| Electives* | | 7 hrs. (or more) |
| | | <hr/> |
| | | Total 18 (or more) |

*A minimum of seven hours to be chosen under the supervision of a Music Department advisor from courses with a music (MUS) prefix.

MINOR IN SACRED MUSIC

Designed for those students who would find it beneficial, both financially and aesthetically, in their future careers. The student will develop skills that will enable him or her to work successfully in the area of sacred music.

The minor in sacred music requires a minimum of 18 semester hours:

| Required Courses | Sem. Hrs. | |
|------------------|---------------|----------------------------|
| MUS 100-201 | Concert Choir | 4 hrs. |
| MUS 329 | Conducting | 3 hrs. |
| MUS 390 | Church Music | 3 hrs. |
| Electives | | 8 hrs. (or more) |
| | | <hr/> |
| | | Total 18 hrs. (or more) |

*A minimum of 8 semester hours to be chosen under the supervision of a Music Department advisor from the following:

| | |
|------------------------|---|
| MUS 159-260 (Sect. 01) | Private Voice |
| MUS 159-260 (Sect. 03) | Private Organ |
| MUS 159-160 (Sect. 02) | Private Piano |
| MUS 191 | Class Voice |
| MUS 230 | Introduction to Music Appreciation |
| MUS 295-296, 395 | Music History and Literature I, II, & III |
| MUS 490 | Service Playing |

MINOR IN JAZZ STUDIES

A program of study designed to equip music majors to perform and teach music in the jazz idiom.

| Required Courses | Sem. Hrs. | |
|------------------|--------------------------|---------------|
| MUS 235 | A Study in Jazz | 3 hrs. |
| MUS 236-237 | Improvisation I & II | 4 hrs. |
| MUS 346 | Jazz Composition | 2 hrs. |
| MUS 406 | Jazz Pedagogy | 3 hrs. |
| MUS 162-363 | University Jazz Ensemble | |
| or | | |
| MUS 156-357 | University Jazz Choir | 6 hrs. |
| | | <hr/> |
| | | Total 18 hrs. |

COURSES (MUS)

THEORY AND GENERAL MUSIC

MUS 113. Fundamentals of Music Theory

A comprehensive study of notation, key structure, chord construction, ear training, terminology, and aesthetic principles. Fall. Credit, 3 semester hours. (Students who are excused from MUS 113 by advanced placement must select electives from the theory- composition area upon completion of prerequisites.)

MUS 114. Theory I

Prerequisite: MUS 113 or equivalent as determined by instructor.

A study of the basic elements of harmonic analysis emphasizing chord structure, functions, and relationships. Melodic and part-writing skills will be developed. Course includes a related survey of music history and form. Spring. Credit, 3 semester hours.

MUS 115. Theory II

Prerequisite: MUS 114.

A continuation of MUS 114. Fall. Credit, 3 semester hours.

MUS 193. Introduction to Ear Training

Prerequisite: MUS 115.

A beginning course in ear training techniques dealing with dictation from tapes and the use of other electronic media to improve listening skills. Spring. Credit, 1 semester hour.

MUS 209. Basic Musicianship

Restriction: Not open to music majors.

A course in the fundamentals of music. Fall, Spring. Credit, 3 semester hours.

MUS 214. Theory III

Prerequisite: MUS 115.

A study of advanced music theory using harmonic techniques of the late nineteenth and early twentieth centuries. Compositional skills will be developed. Course includes a related survey of music history and form. Spring. Credit, 3 semester hours.

MUS 215. Theory IV

Prerequisite: MUS 214.

A continuation of MUS 214 emphasizing later twentieth century techniques. Fall. Credit, 3 semester hours.

MUS 230. Introduction to Music Appreciation

Restriction: Not to open to music majors.

The development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development. Fall, Spring. Credit, 3 semester hours.

MUS 235. A Study of Jazz

Open to music and non-music majors.

An introduction to jazz through a study of its origins, development, styles, and major innovative figures. Consideration is made of the idiom's historical and sociological contexts. Spring. Credit, 3 semester hours.

MUS 236. Improvisation I

Prerequisite: MUS 115 or permission of instructor.

A course in the development of improvisational skills through the study and application of theoretical and stylistic principles common to the jazz idiom. Fall, Spring. Credit, 2 semester hours.

MUS 237. Improvisation II

Prerequisite: MUS 236.

A continuation of MUS 236. Fall, Spring. Credit, 2 semester hours.

MUS 295. Music History and Literature I

A study of the development of music in non-Western cultures and in Western Civilization from Antiquity through the Renaissance. Such development will be viewed in light of its political, social, and general cultural setting. Fall. Credit, 3 semester hours.

MUS 296. Music History and Literature II

Prerequisite: MUS 295.

A study of the development of music in Western Civilization to the Baroque through Classical periods. Such development will be viewed in light of its political, social, and general cultural setting. Spring. Credit, 3 semester hours.

MUS 329. Conducting

A laboratory course which includes the study of choral and instrumental conducting techniques, choral and instrumental scores; with supervised conducting experience. Fall. Credit, 3 semester hours.

MUS 332. Form and Analysis

Prerequisite: MUS 215.

A study of various forms including large and small choral and instrumental works. Spring. Credit, 2 semester hours.

MUS 334. Orchestration and Arranging

Prerequisite: MUS 215.

A practical study of the fundamentals of scoring for individual instruments and ensembles. Spring. Credit, 2 semester hours.

MUS 346. Jazz Composition

Prerequisite: MUS 115 or equivalent as determined by Instructor.

A study of basic compositional techniques as applied to the jazz idiom. Original compositions will be written and orchestrated for various-sized jazz ensembles. Fall 1990 and Alternate years. Credit, 2 semester hours.

MUS 390. Church Music

A study of liturgy, music, materials, and methods appropriate for a church music director. Spring 1991 and Alternate years. Credit, 3 semester hours.

MUS 395. Music History and Literature III

Prerequisite: MUS 296.

A study of the development of music in Western Civilization from the Romantic period through the twentieth century. Such development will be viewed in light of its political, social, and general cultural setting. Fall. Credit, 3 semester hours.

MUS 404. Senior Recital

Offered to senior music majors participating in a half or full public recital. Credit is given by permission of the instructor and Department Chairman. Fall, Spring. Credit, 0-2 semester hours.

MUS 406. Jazz Pedagogy

Prerequisite: MUS 235.

A study of the administration, methods, and directing techniques pertinent to the teaching of Jazz and Commercial Music. Fall 1990 and Alternate years. Credit, 3 semester hours.

MUS 425. Piano Pedagogy

A course designed primarily for the keyboard specialist who is planning to teach piano. The course includes methods of teaching, appropriate materials, and techniques for all grade levels. Spring 1990 and Alternate years. Credit, 2 semester hours.

MUS 426. Practicum in Piano Teaching

Prerequisite: MUS 425 or permission of the instructor.

Beginning piano lessons offered to area public school students at a nominal fee, and taught by upper level college students. The course provides teaching experiences under the supervision of college instructors. Fall, Spring. Credit, 1-4 semester hours.

MUS 430. Music Literature

Prerequisites: MUS 295, 296, 395.

A study of music literature for large and small performing groups of all periods from a stylistic and development viewpoint. Fall. Credit, 3 semester hours.

MUS 432. Counterpoint

Prerequisite: MUS 215.

A study primarily of eighteenth-century contrapuntal techniques with a written work in two and three part writing. Fall. Credit, 2 semester hours.

MUS 433. Internship in Music Merchandising

Restriction: Must be taken in final semester of study.

The internship will be performed off campus under the direction of a cooperating music sales and/or repair firm. Cooperating firm will work closely with Department of Music faculty in training and evaluation of the intern. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

MUS 445. Music Composition I

Prerequisite: MUS 215 or permission of instructor.

A course designed to implement the student's study of theory. Original compositions will be written for instrumental and choral ensembles in the important music forms utilizing homophonic and polyphonic techniques. Fall. Credit, 2 semester hours.

MUS 490. Service Playing

Prerequisite: MUS 259 or the equivalent.

A study of the musical liturgy of the Catholic, Jewish, and Protestant services. Students should be free for Sunday morning church visitations. Spring. Credit, 1 semester hour.

MUS 491. Electronic Music

Prerequisite: MUS 114 or MUS 230 with permission of instructor.

A survey of electronic music with an emphasis on listening, aesthetic and philosophical concerns, necessary terminology, and composition/arranging for synthesizer. Various types of synthesis will be explored as well as MIDI systems and MIDI. Sequencing and transcription will be done using a Kurzweil synthesizer, Alesis drum, and comparable equipment in conjunction with an Apple Macintosh SE Computer and selected software programs. Spring (alternate years). Credit, 3 semester hours.

MUS 499. Independent Study in Music

Prerequisites: Music major, senior standing, and approval of Department Chairman.
Directed study and research in the student's major field of interest. Fall, Spring.
Credit, 1-3 semester hours.

APPLIED MUSIC

Private study is offered in piano, organ, voice, and instruments of the band and orchestra. In each of these fields, the work will be adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music.

1. Freshman, sophomore, and junior music majors must participate in student music recitals. Senior music majors must be in preparation for their senior recital.

MUS 159, 160; 259, 260; 359, 360; 459, 460. Applied Music (Courses must follow in sequence).

Private lessons are designed to build technical proficiency, repertoire, and awareness of vocal and instrumental problems. Fall, Spring. One half-hour lesson and one fifty-minute seminar bi-weekly. Credit, 1 semester hour. Two half-hour lessons and one fifty-minute seminar bi-weekly. Credit, 2 semester hours.

1 hour each semester

01. Private Voice
02. Private Piano
03. Private Organ
04. Private Flute
05. Private Oboe
06. Private Clarinet
07. Private Bassoon
08. Private Saxophone
09. Private Trumpet
10. Private French Horn
11. Private Trombone
12. Private Baritone Horn
13. Private Tuba
14. Private Percussion
15. Private Violin
16. Private Viola
17. Private Violoncello
18. Private Bass Viol
37. Private Guitar

2 hours each semester

20. Private Piano
21. Private Organ
22. Private Flute
23. Private Oboe
24. Private Clarinet
25. Private Bassoon
26. Private Saxophone
27. Private Trumpet
28. Private French Horn
29. Private Trombone
30. Private Baritone Horn
31. Private Tuba
32. Private Percussion
33. Private Violin
34. Private Viola
35. Private Violoncello
36. Private Bass Viol
19. Private Voice
38. Private Guitar

Non-keyboard music education majors will fulfill their course requirements in piano by enrolling in MUS 181, 182, 281, and 282 (Class Piano I-IV).

Inasmuch as a proficiency examination is not given to students prior to enrollment at Pembroke State University, each student is evaluated at the conclusion of MUS 259 (Applied Music). This evaluation will be based on the student's performing ability and overall progress in both music and academic courses.

A proficiency examination is also required by the Piano Division at the conclusion of the student's fourth semester of piano instruction. This examination consist of the following:

1. A prepared piano composition of sufficient difficulty,
2. All major and harmonic minor scales, two octaves, hands together,
3. Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords,
4. Harmonization of melodies with chords cited in point 3 above, and
5. Transposition of simple melodies.

Students must pass these proficiency tests before proceeding to junior-level applied music courses.

All music majors are required to attend all recitals, concerts, and Performing Arts Season Programs which pertain to music.

Graduating seniors must present an individual or joint recital as a partial requirement for graduation. Approval of recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied music studies should continue to take lessons for no credit until they have completed their senior recital requirements.

COURSES (MUS)

MUS 133. Class Piano I for Non-Music Majors

A concentrated group study of keyboard harmony and playing techniques, designed for the student with little or no musical background. Fall, Spring. Credit, 1 semester hour.

MUS 134. Class Piano II for Non-Music Majors

Prerequisite: MUS 133.

A continuation of MUS 133 (Class Piano I for Non-Music Majors). Fall, Spring. Credit, 1 semester hour.

MUS 135. Class Guitar I

The emphasis of the course will be on acquiring a practical knowledge of music fundamentals and a sound basic technique on the guitar. Fall. Credit, 1 semester hour.

MUS 136. Class Guitar II

Prerequisite: MUS 135 or permission of instructor.

The emphasis of the course will be on acquiring the knowledge of music and the technical abilities on the guitar needed to adequately perform in a variety of settings. Spring. Credit, 1 semester hour.

MUS 171. Class Woodwind

A concentrated study in fundamentals and playing techniques for Flute, Oboe, Clarinet, Saxophone, and Bassoon. Spring. Credit, 1 semester hour.

MUS 172. Class Brass

A concentrated study in fundamentals and playing techniques for Trumpet, Cornet, French Horn, Trombone, Baritone Horn, and Tuba. Spring. Credit, 1 semester hour.

MUS 181. Class Piano I

A concentrated group study of keyboard harmony and playing techniques, designed for the music major. Spring. Credit, 1 semester hour.

MUS 182. Class Piano II

Prerequisite: MUS 181.

A continuation of MUS 181 (Class Piano I). Fall. Credit, 1 semester hour.

MUS 191. Class Voice

A concentrated group study of singing techniques and vocal development including sightsinging. Fall. Credit, 1 semester hour.

MUS 205. Class Strings

A concentrated study of fundamentals and playing techniques of the orchestral stringed instruments. Spring. Credit, 1 semester hour.

MUS 271. Class Percussion

A concentrated study in fundamentals and playing techniques of percussion instruments. Fall. Credit, 1 semester hour.

MUS 281. Class Piano III

Prerequisite: MUS 182.

A continuation of the non-keyboard major's pianistic development with emphasis on the practical aspects of reading, harmonization, and transposition. Spring. Credit, 1 semester hour.

MUS 282. Class Piano IV

Prerequisite: MUS 281.

A continuation of MUS 281 (Class Piano III). Fall. Credit, 1 semester hour.

Performing Organizations**MUS 100, 101; 200, 201; 300, 301; 400, 401. Concert Choir**

The Concert Choir is open to all persons regardless of planned major with permission of the director. The Choir appears in public concerts throughout the year. Fall, Spring. Credit, 1 semester hour.

MUS 107, 108; 207, 208; 307, 308; 407, 408. University Pep Band

The University Pep Band is open to all persons regardless of planned major with permission of the director. Public performances will be made at athletic events and whenever support of scheduled University activities is needed. Fall, Spring. Credit, 1 semester hour each.

MUS 110, 111; 210, 211; 310, 311; 410, 411. Music for Male Voices

Music for Male voices is open to all persons regardless of planned major with permission of the director. Public appearances are made throughout the year. Fall, Spring. Credit, 1 semester hour each.

MUS 141, 142; 241, 242; 341, 342; 441, 442. University Band

The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. Fall, Spring. Credit, 1 semester hour.

MUS 156, 157; 256, 257; 356, 357; 456, 457. University Jazz Choir

Membership in the University Jazz Choir is open to all students by audition. A study of vocal music trends, through the rehearsals and performance of pop, rock, progressive jazz, and other modern forms of music. Fall, Spring. Credit, 1 semester hour each.

MUS 162, 163; 262, 263; 362, 363; 462, 463. University Jazz Ensemble

Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic and aesthetic elements of jazz literature through rehearsals and public performance. Fall, Spring. Credit, 1 semester hour each.

MUS 165, 166; 265, 266; 365, 366; 465, 466. Percussion Ensemble

Membership in the University Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performance. Fall, Spring. Credit, 1 semester hour each.

MUS 335, 336; 435. Accompanying

Prerequisites: MUS 159-160 (02 or 20; 03 or 21) Private Piano/Organ and Instructor's approval.

A course designed to acquaint the keyboard major with the art and techniques of accompanying vocal and instrumental solo and ensemble literature. Fall, Spring. Credit, 1 semester hour each.

MUS 373, 374; 473, 474. Chamber Ensemble

The student will become familiar with representative literature for various small ensembles through rehearsal and performance. Fall, Spring. Credit, 1 semester hour each.

MUSIC EDUCATION (MUS)**MUS 224. Musical Experiences for Young Children**

Restriction: Not open to music majors.

A course designed to present methods and media of teaching classroom music. Fall, Spring. Credit, 3 semester hours.

MUS 400. Music Education in the Secondary School (EDN 400)

A study of organization and procedures in general music classes and of vocal and instrumental performing groups in senior high school. Fall, Spring. Credit, 3 semester hours.

MUS 405. Music Education, Grades K-9

A study of organization and procedures used in general music classes for the elementary and junior high schools. Fall. Credit, 3 semester hours.

MUS 420. Public School Instrumental Music

A study of materials and methods used in building instrumental programs beginning in the elementary school and continuing through high school. Fall. Credit, 3 semester hours.

NURSING

Director: MARGARET (PEGGY) G. OPITZ

CHERRY MAYNOR BEASLEY

Bachelor of Science In Nursing Degree (For RNs)

The Bachelor of Science in Nursing (BSN) Program of 128 hours is designed to prepare RNs, graduates of ADN or Hospital Diploma Programs, to integrate principles and theories of general education and nursing in using the nursing process to provide care to clients and their families and groups in any health care setting.

The program prepares the professional nurse generalist to perform six interrelated roles. These roles are: Advocate, Clinician, Collaborator/Coordinator, Educator, Leader and Researcher. Building upon competencies attained by the RN, the program extends the student's knowledge, skills, attitudes, and scope of practice for expanded career opportunities, enhances personal and professional satisfaction, and develops a foundation for further study in nursing graduate education. The program has paid a membership fee to join the Council of Baccalaureate and Higher Degree Programs, National League for Nursing. NLN accreditation will be initiated.

The organizing framework for the program is based on Dorothea Orem's Theory of Self-Care. Based on Orem's theory, philosophical views of human beings in relationship to their environment, health, nursing, professional nursing, professional nursing practice, education, and teaching/learning have evolved to provide the foundation for the upper-level baccalaureate program.

PURPOSES

The purposes of the Baccalaureate Program for RNs (Associate Degree and Hospital Diploma) reflect the roles of teaching, research, and community service of the mission of Pembroke State University and the BSN philosophy. The purposes of the Nursing program are:

1. to promote and advance the accessibility, availability, and quality of professional nursing education and nursing practice for registered nurses of south central North Carolina;
2. to provide the opportunity for upward mobility for registered nurses in south central North Carolina;
3. to prepare generalists capable of delivering quality professional nursing care for individuals and groups in any setting with knowledge and skills commensurate with the highest standards of clinical practice;
4. to provide instruction which incorporates multicultural content and learning experiences which enables the nurse to deliver nursing care to racial minorities, the poor, rural and the elderly;
5. to provide a foundation for further study as a specialist in nursing graduate education;
6. to influence the course and progress of health care delivery in south central North Carolina by preparing professional nurses to participate in the health care system and;
7. to enhance the effectiveness of nurses collectively by promoting professional identification, commitment, and collegiality.

ADMISSION REQUIREMENTS

All applicants seeking admission to the Bachelor of Science in Nursing Degree Program must meet the following requirements:

1. The applicant must be admitted to PSU, prior to acceptance into the nursing program, by meeting all general requirements for admission as a regular degree seeking student and present evidence of Associate Degree in Nursing or a Hospital Diploma. Applications may be obtained from the Admission Office.
2. Following admission to PSU, applicants should contact the Nursing Program Director to initiate admission process for nursing courses.
3. To enroll in the first level nursing courses, Nursing 300, Introduction to Professional Nursing, Nursing 310, Transcultural Nursing, and Nursing 320, Health Assessment Across the Life Span, the student must first complete the following courses: CMA 105, CMA 106, Biology 211, Biology 212, Biology 315, Psychology 101, and Sociology 101.
4. To be admitted to the upper division, clinical nursing courses, the student must initiate the process with the Nursing Director **ONE** semester **PRIOR** to enrollment. The student must have earned 30 credit hours for lower level division nursing courses by passing Nursing 300 and Nursing 320; present evidence of unrestricted, current NC RN license, malpractice insurance, CPR certification, and Hepatitis B vaccination.
5. Students are responsible for all psychomotor skills representative of technical nursing education.

ACADEMIC STANDARDS FOR PROGRESSION

The RN BSN student must meet the following requirements in order to progress in the nursing program:

- 1. Maintain a cumulative grade point average of 2.0 (C) or higher.
- 2. Achieve a grade 2.0 (C) or higher in each nursing course before proceeding to the next nursing course.
- 3. Achieve a grade of 2.0 (C) or higher in each science course.
- 4. Receive a P (Pass) on all summative laboratory/clinical components of each nursing course. A F (Fail) evaluation on nursing laboratory/clinical course components means an automatic grade of 0.0 (F) in the nursing course.
- 5. Repeat only one clinical nursing course while progressing through the nursing program.
- 6. Repeat a nursing course only once. A student who fails to earn a 2.0 (C) or higher on two attempts in a nursing course will be required to withdraw from the nursing program.
- 7. Maintain an unrestricted, current North Carolina Registered Nurse license, CPR certification, Hepatitis B vaccination, and malpractice insurance.
- 8. Adhere to all policies of Pembroke State University, Nursing Program, and clinical agencies.

BACCALAUREATE OF SCIENCE IN NURSING DEGREE

| | Hours Credit |
|---|--------------|
| Requirements | |
| General Education: | 50 |
| Basic Skills | 6 |
| Humanities | 18 |
| Social Sciences | 12 |
| Natural Sciences and Mathematics | 12 |
| Physical Education | 2 |
| General Education Science Labs | 2 |
| Inorganic and Organic/Biochemistry course labs from General Education, Natural Sciences area | |
| General Education Support Courses | 15 |
| Anatomy and Physiology | 6 |
| Microbiology | 3 |
| Introduction to Statistics | 3 |
| Introduction to Computers | 3 |
| Nursing Lower Level Division | 30 |
| Credit will be received with completion of Nursing 300 and Nursing 310 | |
| Nursing Major: Upper Level Division | 31 |

COURSES

- NUR 300. Introduction to Professional Nursing**
Credit, 3 semester hours.
- NUR 310. Transcultural Nursing**
Credit, 2 semester hours.
- NUR 320. Health Assessment Across the Life Span**
Credit, 3 semester hours.
- NUR 330. Gerontological Nursing**
Credit, 2 semester hours.
- NUR 340. Life Threatening Self-Care Analysis Across the Life Span**
Credit, 5 semester hours.
- NUR 400. Nursing Research and Theory**
Credit, 3 semester hours.
- NUR 410. Nursing Leadership in Contemporary Nursing Practice**
Credit, 5 semester hours.
- NUR 420. Analysis of Professional Nursing Issues**
Credit, 2 semester hours.
- NUR 430. Contemporary Supportive Nursing: Individual, Group, Family, and Community Systems**
Credit, 5 semester hours.
- NUR 440. Professional Nursing Practicum**
Credit, 1 semester hour.
- NUR 450. Professional Nursing Honors Practicum***
Credit, 1 semester hour.

*Permission of Nursing Faculty required.

PHILOSOPHY AND RELIGION

Chair:

JEFFERY L. GELLER
MERRILL P. MILLER

J. THOMAS MORLEY
P. ALBERT STUDDARD
RAY K. SUTHERLAND

Philosophy and religion have long been considered integral parts of the Liberal Arts Programs. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to take an active part in community activities or in planning for graduate study.

A combined major in philosophy and religion of thirty hours is offered. There are two alternate concentrations. A minor of eighteen hours is also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

Requirements for a Bachelor of Arts Degree in Philosophy and Religion

| | | |
|---|------|------|
| | Sem. | Hrs. |
| Orientation Requirement | 1 | |
| General Education Requirement* | 50 | |
| Courses for the Major: | | |
| 30 hours in the department, 18-24 in the appropriate core. | | |
| A student may choose a concentration of 21-24 hours in <i>Philosophy</i> or in <i>Religion</i> ; 6-9 hours must be taken in the other area. Possible distributions are: | | |

| | | |
|---------------------|----|----|
| Philosophy Emphasis | | |
| Philosophy | 21 | 24 |
| Religion | 9 | 6 |
| Religion Emphasis | | |
| Religion | 21 | 24 |
| Philosophy | 9 | 6 |

A. Required Core Major Courses**Philosophy Emphasis Core (18 hours)**

General Philosophy (6 hours): PHI 100 and PHI 101

Philosophy and Culture (3 hours): PHI 102, 204, or 205

History of Philosophy (3 hours): PHI 308, 309, or 400

Religion (6 hours)*

OR

Religion Emphasis Core (24 hours)

Philosophy (6 hours)*

General Religion (3 hours): REL 105, 106, or 130

Biblical Religion (3 hours): REL 222 or REL 336

Religions of the World (3 hours): REL 213, 216, 218, or 315

Religious Thought (6 hours); choose two of four:

REL 209, REL 319, REL/PHI 202, REL 405

Religion and Values (3 hours): REL 214, 324, or 417

B. Electives in the Area of Emphasis: Philosophy or Religion

12 hours for Philosophy Emphasis

6 hours for Religion Emphasis

Electives

| | |
|-------|-----------|
| | <u>47</u> |
| Total | 128 |

*With advisor select appropriate courses.

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Department of Philosophy offers an academic major of 30 hours. Six hours of this 30 may also be used to meet General Education requirements.

CERTIFICATION IN BIBLE

Teacher certification in Bible is obtainable. See the Chairman of the Department.

MINORS IN PHILOSOPHY AND RELIGION

18 Semester Hours

The Department of Philosophy and Religion offers minors for students in other majors. Students majoring in Philosophy and Religion may also pursue a minor in the department under certain circumstances. There are a number of courses in the department which may be used in developing a minor. Students are encouraged to consult with a member of the department in planning a minor. Some of the possibilities would be in Biblical Studies, Non-Western Religions, Ethics, Church History, Religious Thought, and Philosophy.

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

1. Philosophy Minor/Philosophy 100, Introduction to Philosophy, required, plus 15 elective hours.
2. Religion Minor Religion 130, Introduction to Religion, required, plus 15 elective hours.
3. Philosophy and Religion Philosophy 100 and Religion 130 required, plus 12 elective hours.

COURSES

PHILOSOPHY (PHI)

GENERAL

PHI 100. Introduction to Philosophy

A survey of the major issues and philosophers in the history of western philosophy. Fall, Spring. Credit, 3 semester hours.

PHI 102. Perspectives on Humanity (REL 102)

A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall, Spring. Credit, 3 semester hours.

HISTORY

PHI 211. American Philosophy

American Philosophy

Prerequisite: PHI 100 or consent of instructor.

A study of the major figures in American philosophy, including Peirce, Royce, James, and Dewey. Alternate Spring. Credit, 3 semester hours.

PHI 308. The Great Philosophers: Ancient and Medieval

Prerequisite: PHI 100 or consent of instructor.

Studies in Plato, Aristotle, Augustine, and Aquinas. Alternate Fall. Credit, 3 semester hours.

PHI 309. The Great Philosophers: Modern and Contemporary

Prerequisite: PHI 100 or consent of instructor.

Studies in Descartes, Locke, Kant, Hegel, Nietzsche, and Wittgenstein. Alternate Spring. Credit, 3 semester hours.

PHI 400. Contemporary Philosophy

A study of phenomenology, existentialism, post-modernism, logical positivism, ordinary language philosophy, and conceptual analysis. Alternate Fall. Credit, 3 semester hours.

LOGIC

PHI 101. Introduction to Logic

The methods and principles of correct thinking. Emphasis on informal logic, the syllogism, and fallacies. Fall, Spring. Credit, 3 semester hours.

PHI 201. Methods of Formal Logic

Prerequisite: PHI 101 or consent of instructor.

A study of modern symbolic logic. Emphasis on deductive proofs, quantification theory. Analysis of contemporary issues. Alternate Spring. Credit, 3 semester hours.

PHILOSOPHY AND CULTURE

PHI 202. Philosophy of Religion (REL 202)

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

PHI 204. Introduction to Ethics

A study of the criteria by which moral decisions are made and their applications to selected contemporary ethical issues. Spring. Credit, 3 semester hours.

PHI 205. Social and Political Philosophy

Studies of opposing philosophical views about humankind and the foundation of political and social life. Alternate Fall. Credit, 3 semester hours.

PHI 321. Philosophy of Science

Prerequisite: PHI 100 or consent of instructor.

A study of the problems and human implications of the mathematical, physical, biological, and social sciences leading to philosophical synthesis of the relation of the sciences to humankind. Alternate Spring. Credit, 3 semester hours.

PHI 322. Religion and Science (REL 322)

Prerequisite: PHI 100 or consent of instructor.

An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Alternate Fall. Credit, 3 semester hours.

PHI 376. Medical Ethics (SOC 376)

An examination of the major ethical issues raised by recent medical developments, such as: abortion, psychosurgery, organ transplants, euthanasia, human experimentation and health care. Alternate Fall. Credit, 3 semester hours.

PHI 377. Philosophy of Law

Prerequisite: PHI 100 or consent of instructor.

An examination of major ethical and philosophical issues concerning law and justice arising out of contemporary legal process, seeking an answer to questions of the rights of the individual vis-a-vis the state. Alternate Spring. Credit, 3 semester hours.

PHI 423. Philosophy of Art and Beauty

A study of aesthetic values in nature, art, literature, music, and drama. Alternate Spring. Credit, 3 semester hours.

PHI 443. Business Ethics

An analysis and evaluation of ethical theories and their application to business. Possible topics include economic justice, social responsibility of business, corporate responsibility, self-regulation and government regulation, duties to the environment, ethics of advertising, the rights and duties of employees, manufacturers and consumers. As announced. Credit, 3 semester hours.

METAPHYSICS AND EPISTEMOLOGY**PHI 311. Theories of Knowledge and Reality**

Prerequisite: PHI 100 or consent of instructor.

A study of the major attempts to answer the fundamental questions about the self, the nature of reality, God, perception, and belief. Alternate Fall. Credit, 3 semester hours.

SPECIAL STUDIES IN PHILOSOPHY

PHI 409. Philosophy and Society Practicum

Prerequisite: Consent of instructor.

An opportunity to observe the work of community agencies and institutions in order to discover, examine and analyze their basic philosophical assumptions. Courts of law, hospitals, and prisons would be examples of such institutions. Fall, Spring. Credit, 1-3 semester hours.

PHI 420. Seminar in Philosophy

Prerequisite: Major or consent of instructor.

An examination of selected philosophers, movements, problems, or major ideas to be presented each term the course is presented. The objectives of the course may be met by directed research. The course may be repeated for credit up to and including 9 semester hours as long as there is no duplication of subject matter. Fall, Spring. Credit, 1-3 semester hours.

PHI 499. Independent Study in Philosophy

A student who wishes to enroll in 499, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office of Academic Affairs. The form can be obtained from the Department Chairman. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chairman, 3. the Dean of Admissions and Registration, and 4. the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a type-written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring, Summer. Credit, 1-3 semester hours.

RELIGION (REL)

GENERAL

REL 102. Perspectives on Humanity (PHI 102)

Prerequisite: PHI 100 or REL 130.

A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall or Spring. Credit, 3 semester hours.

REL 130. Introduction to Religion

This course seeks to define what religion is and to outline different approaches to the study of religion. The following questions are discussed: What are the roots of religious faith? What might a mature religious faith look like? Readings relating religion to the new generation are part of this study. Fall, Spring. Credit, 3 semester hours.

BIBLICAL

REL 105. Introduction to the Old Testament

A study of the Covenants in Israel, of the rise and fall of the Hebrew nations under the judges and kings, of the religious development of the people as written in the literature of these periods. Fall, Spring. Credit, 3 semester hours.

REL 106. Introduction to the New Testament

The study of the origins and development of Christianity from Jesus Christ through the first century with emphasis on the writings of that age in correlation with the history of the Roman Empire. Fall, Spring. Credit, 3 semester hours.

REL 203. The Pentateuch

Prerequisites: REL 130 or consent of instructor.

A study of the composition and structure of the Pentateuchal literature (the first five books of the Bible) and how these narratives and laws were perceived and applied throughout Israel's history. Alternate Fall. Credit, 3 semester hours.

REL 222. Life and Letters of Paul

Prerequisites: REL 106 or REL 130 or consent of instructor.

A study of the life and world of Paul with special consideration of his preparation and mission, his style and subject matter. Spring. Credit, 3 semester hours.

REL 228. Between the Testaments

A study of the history and literature that bridge the Old and the New Testaments: antecedents of Christianity and classical Judaism. As announced. Credit, 3 semester hours.

REL 316. Biblical Wisdom Literature

A study of Proverbs, Job, Qoheleth, intertestamental Wisdom literature, and the aphorisms and parables of Jesus. As announced. Credit, 3 semester hours.

REL 318. Apocalyptic Literature

A study of apocalyptic literature of the Old and New Testaments with emphasis on the historical, religious and psychological backgrounds. Alternate Spring. Credit, 3 semester hours.

REL 336. Life of Jesus

Prerequisites: REL 106 or REL 130 or consent of instructor.

A study of the life and teachings of Jesus as they are presented in the four gospels with emphasis upon world conditions in his day and the significance of teachings on Jesus' death and understanding of the resurrection. Fall. Credit, 3 semester hours.

REL 337. Prophetic Literature of the Bible

Prerequisite: REL 130 or 105 or consent of instructor.

A review of the call, purpose, and work of the prophet. A study of the writings of Amos, Hosea, Jeremiah, Isaiah, etc. Alternate Fall. Credit, 3 semester hours.

REL 400. Ancient Near East Texts

Prerequisite: REL 105 or 106 or consent of instructor.

A study of the formation of biblical communities, their ideologies, institutions and forms of leadership in the Ancient Near East and in Late Antiquity from the perspective of the social sciences. Ancient near eastern and Greco-Roman as well as biblical texts will be utilized for analysis and comparison. As announced. Credit, 3 semester hours.

REL 401. Biblical Narrative

Prerequisite: Religion 130 or consent of instructor.

A study of the poetics, genres, and messages of narrative literature in the Old Testament and the New Testament: the Pentateuch, the former Prophets, the Apocrypha, and the Gospels. As announced. Credit, 3 semester hours.

RELIGIOUS THOUGHT AND CULTURAL EXPRESSION**REL 202. Philosophy of Religion (PHI 202)**

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, and the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

REL 209. Religion in America

A study of distinctive themes and characteristics of religion in America. Topics such as Civil Religion, Religious Liberty and the Free Church, Revivalism, American Religious Movement, Missions, Black Religion, American Indian traditions, and American religion in ferment will be considered. Fall. Credit, 3 semester hours.

REL 214. Introduction to Religious Ethics

This course investigates how questions about morality can be approached within the Judeo-Christian tradition. The Old and New Testament teachings about ethics are examined along with the perspectives of Christian ethicists. Several ways of developing a basic framework for ethical decision-making are considered. As announced. Credit, 3 semester hours.

REL 305. The Religious Dimensions of Modern Literature

Prerequisite: REL 130.

A study of the spiritual, moral, and psychological dimensions of selections from modern American and European literature. Works to be considered will be chosen from such writers as the following: Albert Camus, Herman Hesse, Kurt Vonnegut, Ken Kesey, C.S. Lewis, and Graham Greene. As announced. Credit, 3 semester hours.

REL 310. Sects, Cults, and Religious Movements in America

A study of the origins, growth, beliefs, and practices of sects, cults, and religious movements in America. Alternate Fall. Credit, 3 semester hours.

REL 319. Modern Religious Thought

Prerequisite: REL 130 or consent of instructor.

A study of selected trends and figures in modern religious thought. Alternate Fall or Spring. Credit, 3 semester hours.

REL 322. Religion and Science (PHI 322)

Prerequisite: PHI 100 or consent of instructor.

An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Alternate Fall. Credit, 3 semester hours.

REL 324. Religious Ethics and Social Living

Prerequisite: REL 214 or consent of instructor.

An in-depth examination of ethical issues involved in contemporary social life (in business, education, law, medicine, military service) and of possible religious responses. The role of faith in decision-making about social issues will be analyzed. Films and guest speakers will provide material for discussion. As announced. Credit, 3 semester hours.

REL 338. History of Christianity (HST 338)

A survey of the history of Christianity after Paul to the 20th century. As announced. Credit, 3 semester hours.

REL 405. Modern Interpretations of Jesus

Prerequisite: REL 126 or 336 or consent of instructor.

A variety of recent, fresh interpretations are examined, including such different viewpoints as Hugh Schonfield's *The Passover Plot*, William Barclay's *The Life of Jesus for Everyman*, and Albert Cleage's *The Black Messiah*. Significant film portraits of Jesus (*The Parable*, *Jesus Christ Superstar*, and *Godspell*, for example) may also be viewed and analyzed. Alternate Spring. Credit, 3 semester hours.

REL 417. Sociology of Religion (SOC 417)

Prerequisite: Consent of instructor.

Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours.

RELIGIONS OF THE WORLD**REL 213. American Indian Religious Traditions (AIS 213)**

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such, it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

REL 216. Religions of the Far East

A study of the historical development and teachings of Hinduism, Buddhism, Confucianism and Shintoism. Offered in alternate years in sequence with REL 218 and 315. Credit, 3 semester hours.

REL 218. Religions of the Near East

A study of the historical development and teachings of the religions of the Near East with emphasis on Islam, Zoroastrianism, and Baha'ism and including current Near Eastern Christians. Offered in alternate years in sequence with REL 216 and 315. Credit, 3 semester hours.

REL 315. Judaism

An examination of the history, literature, and faith of Post-Exilic Judaism. Offered in alternate years in sequence with REL 216 and 218. Credit, 3 semester hours.

SPECIAL STUDIES IN RELIGION**REL 309. Experiential Learning I**

Applied Religion-Philosophy and Society Practicum. An opportunity to observe and to participate in the work of community agencies relevant to the major. An example of an agency would be the Robeson County Church and Community Center. Fall, Spring. Credit, 3 semester hours.

REL 409. Experiential Learning II

Applied Religion-Philosophy and Society Practicum

Prerequisite: REL 309.

The description of REL 409 is essentially the same as for REL 309. The nature of the practicum usually will be different from that of REL 309. (Majors may use not more than three semester hours of credit earned in Experiential Learning I and II in meeting the major requirement.) Fall, Spring. Credit, 1-3 semester hours.

REL 420. Special Studies in Religion

Prerequisite: Major of consent of instructor.

A study of selected religious problems, themes, issues or topics to be selected each term the course is presented. The objectives of the course can be satisfied by means of Directed Research. Possible topics are: Religion and Human Life, Myth, Symbol and Metaphor, Religion and Art, Hermeneutics, Contemporary Issues in Religion, Religious Dimensions in Education, and Counseling. Fall, Spring. Credit, 3 semester hours. This course may be repeated for credit up to and including 9 hours as long as there is no duplication of subject matter.

REL 499. Independent Study

A student who wishes to enroll in REL 499, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the Department Chairman responsible for the student's major area of study. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chairman, 3. the Dean of Admissions and Registration, and 4. The Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a typewritten report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring. Credit, 1-3 semester hours.

PHYSICAL SCIENCE*Chair:* JOSE J. D'ARRUDA*

DALTON P. BROOKS
 PAUL A. FLOWERS
 LEONARD D. HOLMES
 JOHN E. REISSNER

HAROLD J. TEAGUE
 JOHN S. WALLINGFORD
 PETER WISH**

**Science Education Coordinator

*Pre-Engineering Coordinator

The Physical Science Department currently offers a Bachelor of Science Degree with a major in Chemistry, including a Biomedical Concentration and a Concentration in Medical Technology. Students who have completed the program have been successful at entering professional schools, gaining employment in government and industry, as well as pursuing graduate studies in chemistry.

The Physical Science Department also offers a pre-engineering program. This program has been approved by the Subcommittee on Engineering programs at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

Coordination of the interdepartmental Bachelor of Science Degree program in Science Education as well as the course offerings in Science Education are also offered through the Physical Science Department. The Department also cooperates with the Education Department in coordinating a science concentration of the B.S. in Middle Grades Education (6-9).

Requirements for a Bachelor of Science Degree in Chemistry

| | Sem. Hrs. |
|---|--------------|
| Orientation Requirements | 1 |
| General Education Requirements* | 50 |
| Major Requirements | |
| CHM 100, 110; 101, 111; 226; 227; 300, 301; 327; 410; 498 | 32 |
| Elective in Chemistry (above 299) | 3 |
| PHY 206, 207, and either PHY 150, 151, or PHY 200, 201 | 8 |
| MAT 107, 108 or equivalent; 221, 222 | 8-14 |
| Electives | <u>20-26</u> |
| Total | 128 |

*Students who plan a major in Chemistry should request an advisor in the Physical Science Department and consult with that advisor before registering for General Education courses.

Requirements and Suggested Course Sequence for a Bachelor of Science Degree in Chemistry

| First Year | | | | | | | |
|--------------|------------------------|----------|----|-------------------|----------------------|----------|--|
| Fall | | | | Spring | | | |
| CHM 100, 110 | General Chemistry I | 4 | | CHM 101, 111 | General Chemistry II | 4 | |
| CMA 105 | Composition I | 3 | | CMA 106 | Composition II | 3 | |
| MAT 107 | College Algebra | 3 | | MAT 108 | Plane Trigonometry | 3 | |
| BIO 100 & L | Principles of Biology | 4 | | General Education | | <u>6</u> | |
| ORI | University Orientation | 1 | | | | 16 | |
| PED | Physical Education | <u>1</u> | | | | | |
| | | | 16 | | | | |

| Second Year | | | | | | | |
|-------------|--------------------------------|----------|----|-------------------|--------------------------------|----------|----|
| Fall | | | | Spring | | | |
| CHM 226 | Elementary Inorganic Chemistry | | | CHM 226 | Elementary Inorganic Chemistry | | |
| or | | | | or | | | |
| Electives | | 4 | | Electives | | 4 | |
| CHM 227 | Analytical Chemistry I | 4 | | General Education | | 3 | |
| PHY 150 | College Physics I | | | PHY 151 | College Physics II | | |
| or | | | | or | | | |
| PHY 200 | University Physics I | 3 | | PHY 201 | University Physics II | 3 | |
| PHY 206 | Physics I Laboratory | 1 | | PHY 207 | Physics II Laboratory | 1 | |
| MAT 221 | Calculus I | <u>4</u> | | MAT 222 | Calculus II | 4 | |
| | | | 16 | PED | Physical Education | <u>1</u> | |
| | | | | | | | 16 |

| Third Year | | | | | | | |
|-------------------|---------------------|----------|----|-------------------|-------------------------|----------|----|
| Fall | | | | Spring | | | |
| CHM 300 | Organic Chemistry I | 4 | | CHM 301 | Organic Chemistry II | 4 | |
| General Education | | 9 | | CHM 327 | Analytical Chemistry II | 4 | |
| Electives | | <u>3</u> | | CHM 408 | Literature Seminar | 1 | |
| | | | 16 | General Education | | 6 | |
| | | | | Electives | | <u>1</u> | |
| | | | | | | | 16 |

| Fourth Year | | | | | | | |
|-------------------|----------------------|----------|----|--------------------|--|-----------|----|
| Fall | | | | Spring | | | |
| CHM 410 | Physical Chemistry I | 3 | | Chemistry Elective | | 3 | |
| Electives | | 10 | | Electives | | <u>13</u> | |
| General Education | | <u>3</u> | | | | | 16 |
| | | | 16 | | | | |

Requirements for a Certification in Science for the B.S. Degree in Middle Grades Education (6-9)

| | |
|---|-----------|
| PHS 110, 111, 108, 109, or PHY 150, 151, 206, 207 | 8 |
| BIO 100, 100L, 103; CHM 100, 110 | 11 |
| GLY 115, 115L, 125; SCE 350 | <u>10</u> |
| Total | 29 |

Requirements for the B.S. Degree in Science Education with a major in Chemistry or concentration in Physics (See Special Programs: Science Education)

Requirements and Course Sequence for a Bachelor of Science Degree in Chemistry with a Biomedical Concentration.

First Year

| Fall | | | | Spring | | | |
|----------------------------------|------------------------|----------|----|----------------------------------|----------------------------|----------|----|
| CHM 100 & 110 | General Chemistry | 4 | | CHM 101& 111 | General Chemistry | 4 | |
| CMA 105 | Composition I | 3 | | CMA 106 | Composition II | 3 | |
| MAT 107 | College Algebra | 3 | | MAT 215 | Calculus with Applications | 4 | |
| BIO 100&L | Principles of Biology | 4 | | BIO 102 | General Zoology | 4 | |
| General Education (Physical Edn) | | 1 | | General Education (Physical Edn) | | <u>1</u> | |
| ORI 100 | University Orientation | <u>1</u> | | | | | 16 |
| | | | 16 | | | | |

Second Year

| Fall | | | | Spring | | | |
|---------|--------------------------------|----------|----|------------------------------------|----------------------|----------|----|
| CHM 226 | Elementary Inorganic Chemistry | 4 | | PHY 151 | College Physics | 3 | |
| PHY 150 | College Physics | 3 | | PHY 207 | Physics Lab | 1 | |
| PHY 206 | Physics Lab | 1 | | BIO 212 | Human Anat. Physiol. | 4 | |
| BIO 211 | Human Anat. Physiol. | 4 | | General Education (Humanities) | | 6 | |
| | | | | General Education (Social Science) | | <u>3</u> | |
| CHM 227 | Analytical Chemistry I | <u>4</u> | | | | | 17 |
| | | | 16 | | | | |

Third Year

| Fall | | | | Spring | | | |
|--------------------------------|---------------------|----------|----|--------------------------------|--------------------|----------|----|
| CHM 300 | Organic Chemistry | 4 | | CHM 301 | Organic Chemistry | 4 | |
| BIO 221 | Comparative Anatomy | 4 | | CHM 498 | Literature Seminar | 1 | |
| BIO 371 | Cell Biology | 4 | | BIO 315 | Microbiology | 4 | |
| General Education (Humanities) | | 3 | | General Education (Humanities) | | 6 | |
| MAT 210 | Intro to Statistics | <u>3</u> | | Advised Electives | | <u>3</u> | |
| | | | 18 | | | | 18 |

Fourth Year

| Fall | | | | Spring | | | |
|------------------------------------|------------------------|----------|----|------------------------------------|-------------------------|----------|----|
| CHM 311 | Biochemistry | 3 | | CHM 327 | Analytical Chemistry II | 4 | |
| BIO 427 | Principles of Genetics | 4 | | General Education (Social Science) | | 6 | |
| General Education (Social Science) | | 3 | | Advised Electives | | <u>4</u> | |
| General Education (Humanities) | | <u>3</u> | | | | | 14 |
| | | | 13 | | | | |

Academic Concentration in Physics

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Physical Science Department offers an Academic Concentration of 24 hours. This Academic Concentration is available to other students, regardless of major.

Required Courses

| Course Number | Course Title | Semester Hours |
|---------------|----------------------------------|----------------|
| PHY 150 | College Physics I | 3 |
| PHY 206 | Physics Lab | 1 |
| PHY 151 | College Physics II | 3 |
| PHY 207 | Physics Lab | 1 |
| PHY 218 | Optics | 3 |
| PHY 256 | Modern Physics | 3 |
| PHY 320 | Electricity and Magnetism | 3 |
| PHY 321 | Electricity and Magnetism | 3 |
| PHY 326 | Heat and Temperature | 3 |
| PHY 448 | Special Topic (Research Project) | 1 |
| Total | | 24 |

Requirements for a Bachelor of Science Degree in Chemistry with a Concentration in Medical Technology (See Health Professions section for a description of the program.)

First Year

| Fall | | | | Spring | | | |
|---------------|--------------------------------|----|--|--------------|------------------------------------|---|----|
| CHM 100 & 110 | General Chemistry | 4 | | CHM 101& 111 | General Chemistry | 4 | |
| BIO 100&L | Principles of Biology | 4 | | BIO 102 | General Zoology | 4 | |
| MAT 107 | College Algebra | 3 | | | General Education (Humanities) | 3 | |
| | General Education (Humanities) | 3 | | | General Education (Social Science) | 3 | |
| CMA 105 | Composition I | 3 | | CMA 106 | Composition II | 3 | |
| ORI 100 | University Orientation | 1 | | | | | 17 |
| | | 18 | | | | | |

Second Year

| Fall | | | | Spring | | | |
|---------|--------------------------------|----|--|---------|--------------------------------|---|----|
| CHM 226 | Elementary Inorganic Chemistry | 4 | | CHM 301 | Organic Chemistry | 4 | |
| | | | | CSC 100 | Intro to Computers | 3 | |
| | | | | PHY 151 | College Physics | 3 | |
| CHM 300 | Organic Chemistry | 4 | | PHY 207 | Physics Lab | 1 | |
| PHY 150 | College Physics | 3 | | | General Education (Humanities) | 6 | |
| PHY 206 | Physics Lab | 1 | | | | | 17 |
| CHM 227 | Analytical Chemistry I | 4 | | | | | |
| | | 16 | | | | | |

Third Year

| Fall | | | Spring | | |
|------------------------------------|---------------------|----------|------------------------------------|---------------|----------|
| CHM 311 | Biochemistry | 3 | BIO 315 | Microbiology | 4 |
| BIO 371 | Cell Biology | 4 | BUS 307 | Principles of | 3 |
| General Education (Humanities) | | 3 | Management | | |
| General Education (Social Science) | | 3 | General Education (Humanities) | | 3 |
| General Education (Physical Edn) | | 1 | General Education (Social Science) | | 6 |
| MAT 210 | Intro to Statistics | <u>3</u> | General Education (Physical Edn) | | <u>1</u> |
| | | 17 | | | 17 |

Fourth Year

Clinical Training in Approved Hospital Program 35 Semester Hours

Course Sequence for M.A.R.C. Training Program in Chemistry. For program description see p. 63.

First Year

| Fall | | | Spring | | |
|----------------------------------|------------------------|----------|----------------------------------|-----------------------|----------|
| CHM 100 & 110 | Gen. Chemistry w/lab | 4 | CHM 101 & 111 | Gen. Chemistry w/lab | 4 |
| CMA 105 | Composition I | 3 | CMA 106 | Composition II | 3 |
| MAT 107 | College Algebra | 3 | MAT 108 | Plane Trigonometry | 3 |
| BIO 100&L | Prin. of Biology w/lab | 4 | BIO 102 | General Zoology w/lab | 4 |
| General Education (Physical Edn) | | 1 | General Education (Physical Edn) | | 1 |
| ORI 100 | University Orientation | <u>1</u> | General Education (Humanities) | | <u>3</u> |
| | | 16 | | | 18 |

Second Year

| Fall | | | Spring | | |
|-------------|--------------------------------|----------|------------------------------------|--------------------------|----------|
| CHM 226 | Elementary Inorganic Chemistry | 4 | PHY 151 | College Physics | 3 |
| PHY 150 | College Physics | 3 | PHY 207 | Physics Lab | 1 |
| PHY 206 | Physics Lab | 1 | BIO 212 | Human Anat. & Phys w/lab | 4 |
| BIO 211 | Human Anat. & Phys. with lab | 4 | General Education (Humanities) | | 6 |
| CHM 227 | Analytical Chemistry I | <u>4</u> | General Education (Social Science) | | <u>3</u> |
| | | 16 | | | 17 |

Third Year

| Fall | | | Spring | | |
|--------------------------------|---------------------|----------|--------------------------------|---------------------|----------|
| CHM 300 | Organic Chem. w/lab | 4 | CHM 301 | Organic Chem. w/lab | 4 |
| BIO 371 | Cell Biology w/lab | 4 | CHM 498 | Literature Seminar | 1 |
| MAT 221 | Calculus | 4 | BIO 315 | Microbiology w/lab | 4 |
| General Education (Humanities) | | 3 | MAT 222 | Calculus II | 4 |
| MAT 210 | Intro to Statistics | <u>4</u> | General Education (Humanities) | | 3 |
| | | 19 | Advised Electives | | <u>3</u> |
| | | | | | 19 |

| Fall | | | | Spring | | | |
|------|-----|------------------------------------|----------|--------|-----|------------------------------------|----------|
| CHM | 311 | Biochemistry | 3 | CHM | 327 | Analytical | |
| BIO | 427 | Prin. of Genetics | 4 | | | Chemistry II | 4 |
| | | w/lab | | | | General Education (Social Science) | 6 |
| | | General Education (Social Science) | 3 | | | Advised Electives | 4 |
| | | General Education (Humanities) | 3 | CHM | 411 | Physical Chemistry | 3 |
| CHM | 410 | Physical Chemistry | 3 | CHM | 413 | Physical Chem. Lab | <u>1</u> |
| CHM | 412 | Physical Chem. Lab | <u>1</u> | | | | 18 |
| | | | 17 | | | | |

In affiliation with North Carolina State University, The University of North Carolina at Charlotte, and North Carolina A&T State University, the Department of Physical Science is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at Pembroke State University. Upon successful completion of this program, these students can transfer into their junior year at one of the above mentioned engineering schools.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chairman of the Physical Science Department.

| | | | | First Year | | | |
|---------------------------|-------|-------------------|----------|------------|------|---------------------------|----------|
| | | | | Fall | | Spring | |
| CMA | 105 | Composition I | 3 | CMA | 106 | Composition II | 3 |
| MAT | 221 | Calculus I | 4 | MAT | 222 | Calculus II | 4 |
| CHM | 100 | | | CHM | 101& | | |
| | & 110 | General Chemistry | 4 | | 111 | General Chemistry | 4 |
| Humanities/Social Science | | | <u>6</u> | EGR | 205 | Engineering | |
| | | | 17 | | | Graphics | 2 |
| | | | | | | Humanities/Social Science | <u>3</u> |
| | | | | | | | 16 |

| Fall | | | | Spring | | | |
|---------------------------|-----|---|----------|---------------------------|-----|---------------------|----------|
| MAT | 316 | Intermed. Calculus | 4 | MAT | 322 | Differential Equat. | 3 |
| PHY | 200 | University Physics I | 4 | PHY | 201 | University Phys. II | 4 |
| CSC | 200 | Intro. to Comp. | | ECN | 100 | Economics Persp. | 3 |
| | | Prog. FORTRAN | 3 | EGR | 201 | Engineer. Dynamics | 3 |
| or | | | | Humanities/Social Science | | | <u>3</u> |
| CSC | 250 | Comp. Prog. & Algorithms (PASCAL) | | | | | 16 |
| EGR | 200 | Engineering Statics | 3 | | | | |
| Humanities/Social Science | | | <u>3</u> | | | | |
| | | | 17 | | | | |

Requirements for a Minor in Physics (21 hrs): PHY 200, 201, 206, 207, 218, 256, 320, 326, 448

COURSES

CHEMISTRY (CHM)

CHM 100. General Chemistry I

Composition, structure, and properties of matter, including stoichiometry, atomic and molecular structure and theory, and chemical periodicity. Fall, Spring. Credit, 3 semester hours.

CHM 110. General Chemistry Laboratory I

Laboratory exercises correlated with topics of Chemistry 100. Fall, Spring. Credit, 1 semester hour.

Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.

CHM 101. General Chemistry II

Prerequisite: Chemistry 100.

Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic chemical principles applied to organic, inorganic, and nuclear systems. Fall, Spring. Credit, 3 semester hours.

CHM 111. General Chemistry Laboratory II

Laboratory exercises correlated with topics of Chemistry 101. Fall, Spring. Credit, 1 semester hours.

Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.

CHM 210, 211. Organic and Biological Chemistry

Prerequisite: CHM 101.

Molecular structure, including stereochemistry, reactivity, and the theoretical basis for correlation between the two. Different types of reaction mechanisms are presented using as examples molecules of biological importance. A laboratory is included. Fall. Credit, 4 semester hours.

CHM 226. Elementary Inorganic Chemistry

Prerequisite: CHM 101.

Fundamental principles of inorganic chemistry, including coordination and nuclear chemistry, will be examined through a study of the descriptive chemistry of metallic and nonmetallic elements. Laboratories will involve the preparation and characterization of technologically important chemical substances. Fall. Credit, 4 semester hours.

CHM 227. Analytical Chemistry I

Prerequisite: CHM 101.

The principles and techniques of classical and simple instrumental methods of chemical analysis will be examined. Laboratories will involve the use of these analytical techniques in the determination of substances in a variety of sample matrices. Fall. Credit, 4 semester hours.

CHM 300, 301. Organic Chemistry

Prerequisite: CHM 101.

The aliphatic and aromatic carbon compounds with special emphasis on structure, major reactions, and reaction mechanisms. A laboratory is included. Fall. Credit, 4 semester hours each.

CHM 302. Introduction to Spectroscopy and Structure Determination

Prerequisite: CHM 301 or concurrently.

A study of the major spectroscopic methods, including NMR, IR, UV/Visible, and Mass Spectrometry, and how data from these sources are used to determine molecular structure. Laboratory projects are included, as announced. Credit, 3 semester hours.

CHM 311. Biochemistry

Prerequisite: CHM 301 or 310.

A study of the chemical constitution of living matter and the biochemical build-up and breakdown of molecules in living organisms. As announced. Credit, 3 semester hours.

CHM 312. Experimental Methods in Biochemistry

Prerequisite: Enrollment in, or completion of CHM 311.

A student laboratory which deals with the experimental methods used in biochemistry. As announced. Credit, 1 semester hour.

CHM 327. Analytical Chemistry II

Prerequisites: CHM 227, PHY 151 or equivalent.

Advanced topics related to instrumental methods of chemical analysis will be examined. Laboratory projects will focus on the finer points of data acquisition, analysis, and evaluation. Spring. Credit, 4 semester hours.

CHM 370. Science Communications and Research Methods

Prerequisite: Junior or Senior standing in Biology or Chemistry, and consent of instructor.

A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. As announced. Credit, 1 semester hour.

CHM 399. Research in Chemistry

Prerequisite: Consent of Department Chairman.

This course involves student research on projects supervised by departmental faculty. Both laboratory and library work are typically included, and a formal report of results is required upon completion of the project. Fall, Spring. Credit, 1-3 semester hours. May be repeated for a maximum of 6 semester hours.

CHM 410, 411. Physical Chemistry

Prerequisite: 16 hrs. of college chemistry, mathematics through calculus, and consent of instructor.

A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry. As announced. Credit, 3 semester hours each.

CHM 412, 413. Experimental Methods in Physical Chemistry

Prerequisite: Enrollment in, or completion of, CHM 410 or 412, and 411 or 413.

A student laboratory which deals with experimental methods used in physical chemistry. As announced. Credit, 1 semester hour.

CHM 427. Advanced Inorganic Chemistry

Prerequisites: CHM 226, CHM 326, CHM 410.

The bonding, structure, and reactions of inorganic substances will be explored through applications of appropriate physico-chemical theories. Laboratory projects are included which employ a variety of instrumental methods to examine thermodynamic and kinetic properties of inorganic systems. A laboratory is included. As announced. 4 semester hours.

CHM 448. Special Topics in Chemistry

Prerequisite: Consent of the Instructor.

Advanced class study in selected areas of chemistry. As announced. Credit, 1-3 semester hours.

CHM 495. Seminar

Prerequisite: Junior or Senior standing in Biology or Chemistry and consent of instructor.

A seminar series in which current biomedical research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. MARC trainees will be required to present a seminar in their senior year. Fall/Spring. Credit, 1-4 semester hours.

CHM 498. Literature Seminar

Prerequisite: Junior or Senior chemistry major.

Introduction to methodology of researching topics in the chemical literature. Spring. Credit, 1 semester hour.

CHM 499. Independent Study in Chemistry

Prerequisite: Consent of Department Chairman.

Individual study in advanced areas of chemistry. Offered for chemistry majors only. Fall, Spring. Credit, 1 to 3 semester hours.

PHYSICS (PHY)**PHY 100. Elementary Physics I**

In an essentially descriptive fashion this course described the nature of: motion and its causes, energy, momentum, theory of relativity, heat and temperature, pressure, sound, and others. Fall. Credit, 3 semester hours.

PHY 101. Elementary Physics II

Prerequisite: It is helpful (but not required) to have taken PHY 100 as background for this course.

In the fashion of PHY 101, this course describes the nature of electricity and magnetism, light and optical devices, and the atom (what we now know and what we believe we can't know). Spring. Credit, 3 semester hours.

PHY 115. Electronics (A Survey)

The limitations of electronics are not known. We live in an "electronic age." This course is a survey of the entire field of electricity and electronics from why rubbing a balloon can cause it to stick to the ceiling (apparently defying gravity), through how radio and TV work, to the modern electronics of the calculator and computer. As announced. Credit, 3 semester hours.

PHY 150, 151. College Physics I, II

Prerequisite: MAT 107 or equivalent for 150; 150 for 151.

A treatment of the subject matter of general physics (listed, in part, under 100, 101) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see 200, 201). Fall, Spring. Credit, 4 semester hours each with laboratory (206, 207).

PHY 200, 201. University Physics I, II

Prerequisite: MAT 221 or equivalent (may be taken concurrently) for 200; 200 for 201.

The most thorough treatment of the subject matter of general physics (listed, in part, under 100, 101). A beginning course expected in such curricula as preengineering, physics, etc. As announced. Credit, 3 semester hours.

PHY 206, 207. Physics Laboratory

Prerequisite: For 206, enrollment in, or completion of PHY 100, 150, or 100. For 207, enrollment in or completion of PHY 101, 151, or 201.

A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. Fall, Spring. Credit, 1 semester hours each.

PHY 218. Optics

Prerequisite: PHY 101, 151, or 201.

Optical instruments such as cameras, telescopes, and many more are discussed. Their uses, limitations, and how they work are all included. Experimentation comprises half of the course. As announced. Credit, 3 semester hours.

PHY 256. Modern Physics

Prerequisite: PHY 101, 151, or 201.

A survey of the physics of the 20th century. The fundamental ideas of the theory of relativity and quantum mechanics via the anomalies that led to their formulation. As announced. Credit, 3 semester hours.

PHY 320, 321. Electricity and Magnetism

Prerequisites: PHY 101, 151, or 201 and working knowledge of calculus for PHY 320; PHY 320 for 321.

Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. As announced. Credit, 3 semester hours each.

PHY 326. Heat and Temperature

Prerequisite: PHY 100, 150, or 200 and a working knowledge of calculus.

Heat and its effects. heat engines and their limitations. The concepts of entropy and other facets of thermodynamics. As announced. Credit, 3 semester hours.

PHY 336. Mathematical Physics

Prerequisite: A working knowledge of calculus.

Three dimensional vector and tensor calculus. Green's and Stoke's theorems. Vector spaces, linear independence, orthogonality. Hermitian and unitary operators. Eigenvalues and eigenvectors of operators, functions spaces as vector spaces, and elements of the theory of distributions. As announced. Credit, 3 semester hours.

PHY 356. Modern Electronics

Prerequisites: PHY 115 or 151 or 201 or equivalent.

An introduction to Analog and Digital Electronics. Problems and techniques of interfacing with laboratory instruments and computers. Spring. Credit, 3 semester hours.

PHY 448. Special Topics

Prerequisites: PHY 101, 151, or 201; MAT 222.

Individual study either of subject matter in existing courses (in more depth) or of subjects for which there is no present formal course. As announced. Credit, 1-3 semester hours.

ENGINEERING (EGR)**EGR 200. Engineering Statics**

Prerequisites: PHY 200, MAT 221.

The study of engineering statics using vector calculus. Basic concepts, forces, and equilibrium analysis, distributed forces, centroids, moments of inertia, virtual work, applications to machines, structures, and systems. Fall. Credit, 3 semester hours.

EGR 201. Engineering Dynamics

Prerequisite: EGR 200.

The study of engineering dynamics using vector calculus. Equations of motion, kinematics, kinetics of mass points and systems of mass points, kinetics, and kinematics of rigid bodies. Spring. Credit, 3 semester hours.

EGR 205. Engineering Graphics

Introduction to graphical representation and engineering drawing. Instrument and freehand drawing of structures and machine parts, including isometric, oblique, and perspective drawings, sectional and auxiliary views, and orthographic projections. (Laboratory) Spring. Credit, 2 semester hours.

PHYSICAL SCIENCE (PHS)**PHS 108. Physical Science Laboratory I**

Prerequisite: Enrollment in or completion of PHS 110 or equivalent.

Laboratory activities designed to parallel and reinforce the concepts presented in PHS 110. Fall/Spring. Credit. 1 semester hours.

PHS 109. Physical Science Laboratory II

Prerequisite: Enrollment in or completion of PHS 111 or equivalent.

Laboratory activities designed to parallel and reinforce the concepts presented in PHS 111. Fall/Spring. Credit. 1 semester hours.

PHS 110. Physical Science I

Prerequisite: None.

A general study of concepts in physical science, such as measurement, motion, force, work, mechanical energy, temperature and heat, atomic structure, the periodic table, elements, compounds and mixtures. Fall/Spring. Credit. 3 semester hours.

PHS 111. Physical Science II

Prerequisite: PHS 110 or equivalent.

A general study of concepts in physical science such as: electricity, magnetism, electromagnetics, radiation, nuclear energy, the universe, the solar system, the earth's crust, minerals, rocks, and plate tectonics. Fall/Spring. Credit, 3 semester hours.

PHS 116. Exploring Man's Energy Choices

A survey of the evolution of the energy crisis. The various energy alternatives are considered with regard to the technological, environmental, and economic problems associated with each. Fall. Credit, 3 semester hours.

PHS 156. Astronomy

A study of all matter and energy in the universe, emphasizing the concentration of this matter and energy in evolving bodies such as planets, stars, and galaxies. Topics include the sun, solar systems, stars, black holes, pulsars, supernova and quasars. Fall, Spring. Credit, 3 semester hours.

SCIENCE EDUCATION (SCE)**SCE 300. Early Experiences for Prospective Science Teachers**

An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Fall, Spring. Credit, 1 semester hour.

SCE 301. Practicum for Secondary Science Teachers

Prerequisites: SCE 300 and at least 16 semester hours of science in area of concentration.

Two two-hour laboratories per week, practical experiences in setting up laboratories in the life and physical sciences. The student will be assigned to members of the participating science departments as laboratory assistants. Fall, Spring. Credit, 2 semester hours.

SCE 350. The Teaching of Science in the Middle Grades (6-9)

Prerequisite: Junior Standing

Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the middle grades. Fall, Spring. Credit, 3 semester hours.

SCE 400. Teaching Science in the Secondary School

Prerequisites: SCE 300, 301, and admission to Professional Semester.

Purpose, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Spring. Credit, 3 semester hours.

POLITICAL SCIENCE

Chair: ROBERT O. SCHNEIDER

DANIEL G. BARBEE
MICHAEL R. HAWTHORNE

ELIZABETH L. NORMANDY
FRANK J. TRAPP

Political Science is the systematic study of politics. In its broadest sense politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science students with an educational background which will prepare them for a wide range of career opportunities and which will be desired by prospective employers from the fields of Law, Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching.

Requirements for a Bachelor of Arts Degree in Political Science

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | |
| PLS 100, Introduction to Political Science | 3 |
| PLS 101, Introduction to American National Government | 3 |
| At least one course from each of the following areas: | 3 |
| Theory, Philosophy and Methodology 213, 303, 333, or 418 | |
| American Government and Politics 201, 202, 215, 301, 304, 305, 306, 310, 312, 317, or 402 | 3 |
| Public Administration 210, 302, 319, 320, or 331 | 3 |
| Comparative Government and Politics 200, 275, 321, 370, or 420 | 3 |
| International Politics 251, 354, 380, 430, or 452 | 3 |
| Fifteen additional hours of Political Science Electives | 15 |
| | <u>41</u> |
| Total | 128 |

Requirements for a Bachelor of Arts Degree in Political Science:
International Studies Option

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | 36 |
| PLS 100, 101, 200, 251, 370, and 451 or 452 | |
| 6 additional courses chosen in consultation with the International Studies advisor | |
| Electives | <u>41</u> |
| Total | 128 |

**Requirements for a Bachelor of Arts Degree in Political Science:
Pre-law Major**

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | 21 |
| PLS 100, 101, 303, 310, 312, 317, 333 | |
| One course from among: | |
| Comparative Government and Politics | 3 |
| 200, 275, 321, 370, or 420 | |
| and | |
| International Politics | |
| 251, 355, 380, 430, or 452 | |
| and | |
| Three additional courses in Political Science | 9 |
| Electives** | 41 |
| Suggested: | |
| CMA 101, ENG 302; PHI 100, 101 | |
| Total | 128 |

**Requirements for a Bachelor of Arts Degree in Political Science:
Public Administration Major**

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | 30 |
| PLS 100, 101, 201 or 202, 210, 302, 319, 320, 333, 360, 361 | |
| One course from among: | |
| International Politics | 3 |
| 251, 355, 380, 430, or 452 | |
| and | |
| One additional course in Political Science | 3 |
| Electives | 41 |
| Strongly Recommended: | |
| ECN 100; PLS 331 | |
| Suggested: | |
| ACC 227, 228 | |
| Total | 128 |

*Students who plan a major in Political Science should consult with the Department Chairman prior to registering for General Education courses.

**Chosen in consultation with the pre-law advisor.

**Requirements for a Bachelor of Arts Degree in Political Science:
Public Administration Option with Applied Gerontology Minor**

| | Sem. Hrs. |
|---|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | 30 |
| PLS 100, 101, 201 or 202, 210, 302, 319, 320, 333, 360, 361 | |
| (At least one internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.) | |
| One course from among: | |
| International Politics | |
| PLS 251, 355, 380, 430, or 452 | 3 |
| One additional course in Political Science | 3 |
| Applied Gerontology Minor | 18 |
| Required Courses: BIO 103, 300; or SOC 270; PSY 305; REC 425; SOC 375; SWK 384 | |
| Electives | 23 |
| Suggested: | |
| SOC 280; SWK 250, 348 | |
| Total | 128 |

Requirements for a Minor in Public Administration:

| Required Courses | Sem. Hrs. |
|--|-----------|
| PLS 100 Introduction to Political Science | |
| or | |
| PLS 101 Introduction to American National Government | 3 |
| PLS 201 American State Government | |
| or | |
| PLS 202 Local Government in the United States | 3 |
| PLS 210 Introduction to Public Administration | 3 |
| PLS 302 Administration of Municipal Government | 3 |
| PLS 319 Public Policy and Analysis | 3 |
| PLS 320 Comparative Public Administration | 3 |
| Three Additional hours of Political Science | 3 |
| Total | 21 |

The department believes that there are many students majoring in Business Administration and Economics, Education, Sociology, and other disciplines who may someday seek employment in some administrative position in the public sector. While not wishing to major in political science, these students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses within the public administration minor will help the student to perform their private sector administration roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators.

Requirements for a Minor in Legal Studies:

| Required Courses | Sem. Hrs. |
|--|-----------|
| PLS 100 Introduction to Political Science | |
| or | |
| PLS 101 Introduction to American National Government | 3 |
| PLS 303 Political Thought | 3 |
| PLS 310 Constitutional Law | 3 |
| PLS 312 Law of Criminal Procedure | 3 |
| PLS 317 Judicial Process and Behavior | 3 |
| Three additional hours of Political Science | <u>3</u> |
| Total | 18 |

The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study.

Requirements for a Minor in Political Science:

| Required Courses | Sem. Hrs. |
|--|-----------|
| PLS 100 Introduction to Political Science | |
| or | |
| PLS 101 Introduction to American National Government | 3 |
| PLS 303 Political Thought | 3 |
| Twelve additional hours of Political Science | <u>12</u> |
| Total | 18 |

This third minor is less structured than the other minors because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. With the exception of a required course in Political Thought the department wishes to encourage the student to take an “eclectic” approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met.

Academic Concentration in Political Science

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Political Science Department offers an Academic Concentration of 27 hours. This Academic Concentration is available to other students, regardless of major.

| Required Courses | | |
|------------------|--|----------------|
| Course Number | Course Title | Semester Hours |
| PLS 100 | Intro. to Political Science | 3 |
| PLS 101 | Intro. to American National Government | 3 |

Choose seven of the following:

| | | |
|---------|--|----------|
| PLS 303 | Political Thought | 3 |
| PLS 210 | Intro. to Public Administration | 3 |
| PLS 200 | Intro. to Comparative Politics | 3 |
| PLS 251 | Intro. to World Politics | 3 |
| PLS 215 | North Carolina Politics and Government | 3 |
| PLS 317 | Judicial Process and Behavior | 3 |
| PLS 319 | Public Policy and Analysis | 3 |
| PLS 304 | Legislative Process | 3 |
| PLS 306 | The American Presidency | 3 |
| | | <hr/> |
| | | Total 27 |

The Department of Political Science participates in the interdepartmental minor in the World Studies Program. For further details on this minor see **Special Programs** section.

The Department of Political Science participates in the interdepartmental minor in the program in Personnel and Organizational Leadership. For further details on this minor see **Special Programs** section.

COURSES (PLS)

INTRODUCTION

PLS 100. Introduction to Political Science

A study of general political science concepts, definitions, and approaches within the framework of discussions of how individuals and groups may be able to utilize more effectively the political, social, and economic systems with which they come into contact. Fall, Spring. Credit, 3 semester hours.

PLS 101. Introduction to American National Government

An introductory study of: (1) the basic concepts of political science, (2) the brief history of the basic principles of the Constitution, (3) the structure, functions of and the relations between the legislative, executive and judicial branches of the national government, and (4) the relations between the national and state governments. Fall, Spring. Credit, 3 semester hours.

THEORY, PHILOSOPHY, AND METHODOLOGY

PLS 213. Contemporary Political Ideologies

A study of twentieth century ideologies, including liberalism, conservatism, nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women’s liberation, and the new left. As announced. Credit, 3 semester hours.

PLS 303. Political Thought

Prerequisite: PLS 100 or 101.
A study of the historic and conceptual background of political thought from the classical through contemporary political thinkers. Emphasis is placed on the application of ideas and concepts learned to current political and personal situations so as to enable the student to function better and more thoughtfully as an individual and as a member of various social and political systems. Spring, odd-numbered years. Credit, 3 semester hours.

PLS 333. Introduction to Theory and Methodology

Prerequisite: PLS 100 or 101.

This course concerns basic concepts of political science and teaches the student how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Fall, even years. Credit, 3 semester hours.

PLS 393. Census Data for Social Sciences and Business

Prerequisite: MAT 105 or 107 or permission of instructor.

An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. As announced. Credit, 1 semester hour.

PLS 418. Special Topics in Theory, Philosophy, and Methodology

Prerequisite: PLS 100 or 101.

An in-depth study of a selected topic from the field of political philosophy or methodology. Fall, odd-numbered years. Credit, 3 semester hours.

DIRECTED RESEARCH AND INDEPENDENT STUDY**PLS 398. Directed Research in Political Science I**

Prerequisite: PLS 100 or 101.

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chairman prior to registration. Fall or Spring. Credit, 1-3 semester hours.

PLS 399. Directed Research in Political Science II

Prerequisite: PLS 100 or 101.

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chairman prior to registration. Fall or Spring. Credit, 1-3 semester hours.

PLS 499. Independent Study in Political Science

Directed reading and research under the guidance of the instructor in a specific area or problem in political science. Scheduled only for senior political science majors with the approval of the Chairman of the Department. Fall or Spring. Credit, 1-3 semester hours.

AMERICAN GOVERNMENT AND POLITICS**PLS 201. American State Government**

Prerequisite: PLS 100 or 101.

An examination of the setting, institutions, politics, and policies of state governments in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours.

PLS 202. Local Government in the United States

Prerequisite: PLS 100 or 101.

An examination of the setting, institutions, politics, and policies of local government in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours.

PLS 215. North Carolina Politics and Government

Prerequisite: PLS 100 or 101.

A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies. Fall or Spring. Credit, 3 semester hours.

PLS 301. Political Parties and Interest Groups in the United States

Prerequisite: PLS 100 or 101.

The history, development, organization, functions and purposes of the major parties and interest groups, and the role played by them in the policy-making and election of the government. Fall, alternate even-numbered years, beginning 1990. Credit, 3 semester hours.

PLS 304. Legislative Process in the United States

Prerequisite: PLS 100 or 101.

A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and will serve as a basis for analyzing the legislative process. Spring, alternate even-numbered years, beginning 1990. Credit, 3 semester hours.

PLS 305. Public Opinion and Elections in the American Political System

Prerequisite: PLS 100 or 101.

A study of the nature of public opinion, campaigns, and elections and their functions in the American political system. Fall, alternate even-numbered years, beginning 1988. Credit, 3 semester hours.

PLS 306. The American Presidency

Prerequisite: PLS 100 or 101.

The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. Spring, alternate even-numbered years, beginning 1988. Credit, 3 semester hours.

PLS 310. Constitutional Law

Prerequisite: PLS 100 or 101.

A study of: (1) the federal system, especially the relations between the national government and the States, (2) the jurisdiction of the federal courts and (3) individual rights. Spring. Credit, 3 semester hours.

PLS 312. Law of Criminal Procedure

Prerequisite: PLS 100 or 101.

Constitutional limitations on police activity. Due process; right to counsel; arrest, search and seizure; electronic eavesdropping; confessions; and the scope of exclusionary rules. Fall. Credit, 3 semester hours.

PLS 317. Judicial Process and Behavior

Prerequisite: PLS 100 or 101.

An examination of the role of judges, lawyers, and jurors in the decision-making process as influenced by their recruitment and socialization of the political framework in which they operate, and the various factors, ideology, attitudes, and values that influence their decisions. Fall, even-numbered years. Credit, 3 semester hours.

PLS 450/OLM 550. American Policy Process

Prerequisites: PLS 333 and one other 300 level course in American Government. Survey of American policy processes, including institutional responses to policy demands, agenda setting, implementation, and outcomes. Approaches to analyzing both processes and outcomes will be discussed. Students will be expected to engage in analysis of policy problems. Fall or Spring. Credit, 3 semester hours.

PLS 402. Selected Topics in American Government

Prerequisite: PLS 100 or 101.

A study of selected problems, either in theory or in practice, in American government, with readings, discussions and papers on these problems. Fall or Spring. Credit, 3 semester hours.

PLS 405. Washington Legislative Internship

Prerequisite: PLS 304.

This internship presents an opportunity for a student to get a deeper understanding of the legislative process by participating in the activities of a U.S. Congressman's office. The intern will spend a semester in Washington, D.C. working in the office of a Congressman and will be responsible for performing assigned research on legislative issues as well as working on constituency problems. Students will be assigned reading material on the legislative process and will be required to submit various papers in order to fulfill the internship requirements. The internship is limited to Political Science majors. No more than six credit hours may be applied to fulfill the thirty-six hour requirement for a major in political science nor is the student eligible to enroll in any other departmental internship program (PLS 360, 361, or 364). Scheduled for political science majors with the approval of the Chairman of the Department. Credit, 6-12 semester hours.

PUBLIC ADMINISTRATION**PLS 210. Introduction to Public Administration**

Prerequisite: PLS 100 or 101.

An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. Spring, even-numbered years. Credit, 3 semester hours.

PLS 302. Administration of Municipal Government in the United States

Prerequisite: PLS 100 or 101.

A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. Spring. Credit, 3 semester hours.

PLS 319. Public Policy and Analysis

Prerequisite: PLS 100 or 101.

This course seeks to explore both the causes and consequences of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. Fall, even-numbered years. Credit, 3 semester hours.

PLS 320. Comparative Public Administration

Prerequisite: PLS 100 or 101.

Examination and analysis are made of the administrative systems of foreign governments of selected Western and non-Western countries; attention is given to practices applicable to administration in the United States. Spring, even years. Credit, 3 semester hours.

PLS 331. Public Finance (ECN 330)

Prerequisite: ECN 201, 202.

A study of revenue and expenditure on all governmental levels in the United States. Spring, odd numbered years. Credit, 3 semester hours.

PLS 360. Introductory Internship in Public Administration

Prerequisite: PLS 100 or 101.

The acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours.

PLS 361. Advanced Internship in Public Administration

Prerequisite: PLS 360.

This is a continuation of the internship of PLS 360. It continues the acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours.

PLS 364. Practicum in Public Administration

Restriction: Open to majors in Political Science only.

Prerequisite: PLS 100 or 101, and consent of instructor and departmental chairman. This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. As announced. Credit, 6 semester hours.

PLS 453/OLM 551. Advanced Public Administration

Prerequisites: PLS 333, 210.

Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. Fall or Spring. Credit, 3 semester hours.

COMPARATIVE GOVERNMENT AND POLITICS

PLS 200. Introduction to Comparative Politics

Prerequisite: PLS 100 or 101.

This course introduces the subject matter of comparative politics by examining different types of political systems such as a West European parliamentary democracy, a third world authoritarian state, and a totalitarian communist system. Fall. Credit, 3 semester hours.

PLS 275. Politics in the Developing World

Prerequisite: PLS 100 or 101.

This course introduces the student to the politics of underdeveloped countries. Special emphasis is placed on the study of nationalism, revolution, economic development, and political modernization. Spring, odd-numbered years. Credit, 3 semester hours.

PLS 321. Soviet Government

Prerequisite: PLS 100 or 101.

A study of the government that emerged after the Revolution of 1917, emphasizing the subsequent power struggle and gradual development of the U.S.S.R. Fall or Spring. Credit, 3 semester hours.

PLS 370. Comparative Political Area Studies

Prerequisite: PLS 100 or 101.

An examination of the cultural and political ideas, institutions and forms of government in a specific geographic region. Far Eastern, Middle Eastern, African, Latin American, West European, and East European governments are possible areas for examination in this course. The area of study and specific focus will rotate. As announced. Credit, 3 semester hours.

PLS 420. Special Topics in Comparative Politics

Prerequisite: PLS 100 or 101.

An in-depth study of a selected topic from the field of comparative politics. Spring and Fall, odd-numbered years. Credit, 3 semester hours.

INTERNATIONAL ORGANIZATION, RELATIONS, AND LAW**PLS 251. Introduction to World Politics (WLS 251)**

Prerequisite: PLS 100 or 101.

An analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall. Credit, 3 semester hours.

PLS 252. Theories of International Relations

Prerequisite: PLS 100 or 101.

Analyzes the methods and dominant approaches to the study of international relations including international political economy, theories of conflict, decision-making theory, integration theory and deterrence. Spring. Credit, 3 semester hours.

PLS 355. International Relations Area Studies

Prerequisite: PLS 100 or 101.

An analysis of the foreign policies of a specific geographic region involved presently or potentially in global conflicts, with special attention to the role of the United States in the area. Possible areas for examination in this course include Africa, Latin America, the Middle East, the Far East, Western Europe, or the Soviet Union and Eastern Europe. As announced. Credit, 3 semester hours.

PLS 380. The Politics of World Order

Prerequisite: PLS 100 or 101.

A study of the general approaches to world order with special attention given to the management of that order through the workings of international law and organizations. Spring, even-numbered years. Credit, 3 semester hours.

PLS 410. National Security Policy

Prerequisite: PLS 100 or 101.

An analysis of the security policies of major international sectors including basic concepts and principles, the external environment, the internal policymaking process, the role of the national leaders and institutions in policymaking and an in-depth analysis of selected policies. Spring. Credit, 3 semester hours.

PLS 430. Special Topics in International Politics

Prerequisite: PLS 100 or 101.

An in-depth study of a selected topic in the field of international politics. As announced. Credit, 3 semester hours.

PLS 451. Formulation and Conduct of American Foreign Policy

A study of the process of foreign policy-making focusing on the roles of the President, Congress, the Departments of State and Defense, the media and public opinion. Fall. Credit, 3 semester hours.

PLS 452. Problems in American Foreign Policy

Prerequisite: PLS 100 or 101.

A study of major issues and problems in American foreign policy, including tradition and other constant factors of policy making, and with major emphasis on the post-World War II period. Spring. Credit, 3 semester hours.

PSYCHOLOGY

Chair: PAUL W. KILLIAN, JR.

RAY VON BEATTY
PATRICK A. CABE
MARIE FAUBERT

KATHRYN K. RILEIGH
MICHAEL STRATIL

People throughout history have been intrigued by the question, “What is human nature?” Psychology’s approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology’s fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain’s biochemistry influences behavior, and many other significant topics.

The Department’s courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a Bachelor of Science Degree in Psychology. The Department also offers minors in General Psychology and Personnel and Organizational Leadership and an academic concentration in Psychology.

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

MAJOR PROGRAM

Requirements for a Bachelor of Science Degree in Psychology:

| | Sem. Hrs. |
|---------------------------------|-----------|
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | 42 |
| Electives | <u>35</u> |
| Total | 128 |

Major Requirements: (42 hours)**Core Requirements (10 courses, for 30 hours):**

- PSY 101 Introductory Psychology (3 hours)
- PSY 200 Communication Skills in Psychology (3 hours)
- PSY 205 Developmental Psychology (3 hours)
- PSY 208 Psychological Statistics (4 hours)
- PSY 210 Psychological Research (4 hours)
- PSY 215 Psychology of Learning (3 hours)
- PSY 216 Social Psychology (3 hours)
- PSY 304 History and Systems of Psychology (3 hours)
- PSY 360 Abnormal Psychology (3 hours)
- PSY 390 or PSY 490 Senior Seminar (1 hour)

Directed Electives in Psychology (4 courses, for 12 hours):

The student will select these psychology courses after consultation with an advisor. At least nine semester hours in this category must be 300-400 level courses.

*Students who plan a major in psychology should consult with the department chairman prior to registering for General Education courses.

MINOR PROGRAMS

Requirements for a Minor in Psychology

The minor in psychology consists of 18 unduplicated semester hours (of which at least 6 hours must be taken at the 300-level or above) as follows:

1 course from:

- PSY 103 Psychology of Parenthood
- PSY 205 Developmental Psychology

1 course from:

- PSY 215 Psychology of Learning

1 course from:

- PSY 216 Introduction to Social Psychology
- PSY 316 Psychology of Leadership
- PSY 317 Psychology of Social Communication

1 course from:

- PSY 125 Human Potential
- PSY 340 Issues in Personality
- PSY 375 Personality Theories
- PSY 417 Introduction to Clinical Psychology
- PSY 418 Introduction to Counseling Psychology

2 elective courses (6 hours) in the department.

Requirements for a Minor in Personnel and Organizational Leadership

The Department participates in the interdisciplinary minors in Applied Gerontology and in Personnel and Organizational Leadership. For further details on these minors, see **Special Programs** section.

Requirements for an Academic Concentration in Psychology

An academic concentration in psychology consists of 25 semester hours. Six hours of this 25 may also be used to meet General Education or other requirements.

Psychological Foundations (22 hours)

PSY 101 Introductory Psychology

PSY 205 Developmental Psychology or

EDN 310 Developmental Psychology: From Birth to Young Adulthood

PSY 210 Psychological Research (4 hours)

PSY 215 Psychology of Learning

PSY 216 Introduction to Social Psychology

PSY 304 History and Systems of Psychology

PSY 360 Abnormal Psychology

Directed Elective (3 hours) Students will select one course from junior (300) and senior (400) psychology courses, after consulting with their advisors.

COURSES (PSY)

PSY 101. Introductory Psychology

A survey of major areas of psychology, with emphasis on issues, concepts, and terminology needed for more advanced courses. Fall, Spring and Summer. Credit, 3 semester hours.

PSY 103. Psychology of Parenthood

The application of psychological concepts by parents to the understanding and modification of child behavior at all stages of development. Spring. Credit, 3 semester hours.

PSY 125. Human Potential

A survey of current knowledge about the potential for optimal human development. Classroom activities include lecture, discussion, and participation in growth exercises. Fall. Credit, 3 semester hours.

PSY 200. Communication Skills in Psychology

Intended for psychology majors, the course is designed to teach written and oral communication skills used in psychological work. Students will learn to write journal article summaries, behavioral observation notes, and research papers in psychology. Students will be expected to develop skills using library resources and applying APA guidelines. Fall. Credit, 3 semester hours.

PSY 204. Animal Behavior (BIO 205)

Prerequisites: BIO 100, 102.

A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Spring of odd-numbered years. Credit, 4 semester hours.

PSY 205. Developmental Psychology

Prerequisite: PSY 101.

The study of the stages and processes involved in the development of behavior across the lifespan, from conception to death. Emphasis on human physical, cognitive, and psychosocial development. Fall. Credit, 3 semester hours.

PSY 208. Psychological Statistics

Prerequisite: MAT 105 (or higher).

An introduction to simple descriptive and inferential statistics which are frequently used by psychologists. The selection and application of procedures appropriate to specific types of psychological research and the standardization of psychological tests will be emphasized. Three lectures and two-hour lab weekly. Fall. Credit, 4 semester hours.

PSY 210. Psychological Research

Prerequisite: PSY 208 strongly recommended, PSY 200.

An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. Three lectures and two-hour lab weekly. Spring. Credit, 4 semester hours.

PSY 215. Psychology of Learning

Prerequisite: PSY 101.

An introductory survey of the major areas in the psychology of learning. Classical conditioning, operant conditioning, verbal learning, and memory will be included. Fall. Credit, 3 semester hours.

PSY 216. Introduction to Social Psychology

Prerequisite: PSY 101 or SOC 201.

An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. Fall. Credit, 3 semester hours.

PSY 220. Behavior Modification

Prerequisite: PSY 215.

Introduction to the principles and practice of behavior modification. Application in institutional and clinical settings will be discussed, exploring such topics as classroom behavioral problems, the control of smoking, weight loss, phobias, hypertension, and headaches. Alternate Spring. Credit, 3 semester hours.

PSY 225. Health Psychology: Wellness and Health

The course will cover the psychobiosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise. Spring. Credit, 3 semester hours.

PSY 250. Psychology of Sex Differences

An evaluation of research and attitudes about male/female differences from a social psychological perspective. Topics include sex differences in: intellectual and physical abilities, personality traits, biological/genetic factors, sexual/reproductive behaviors, achievement, psychological disorders, interpersonal power, and communication styles. As announced. Credit, 3 semester hours.

PSY 270. Industrial/Organizational Psychology

Prerequisite: PSY 101.

Applies psychological principles to the study of industrial and organizational effectiveness. Covers theory, research, and practical applications related to such topics as work motivation, the communicative process, and the selection, testing, and training of employees. Spring. Credit, 3 semester hours.

PSY 304. History and Systems of Psychology

Prerequisites: Any three PSY courses.

A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. Spring. Credit, 3 semester hours.

PSY 305. Psychology of Adult Development and Aging

Prerequisite: PSY 101.

The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Fall, alternate years. Credit, 3 semester hours.

PSY 312. Cognitive Processes

Prerequisite: PSY 215.

An examination of human memory and thinking within the context of the human information processing model. Alternate Spring. Credit, 3 semester hours.

PSY 316. Psychology of Leadership

Prerequisite: PSY 101.

Examination of the psychological processes in small group leadership. Topics will include self-assertion, decision-making, persuasion, and compliance. Emphasis on theory, research, and acquisition of practical leadership skills. Spring. Credit, 3 semester hours.

PSY 317. Psychology of Social Communication

Prerequisite: PSY 101.

Study of the psychological processes in everyday social communication. Examination of the relationship between misunderstanding, hostility, egocentricity, psychological defenses, and the frequent conflict between verbal and nonverbal cues. Emphasis on applying psychological theory to the solution of specific communication problems in the student's own life. Spring. Credit, 3 semester hours.

PSY 340. Introduction to Personality

Prerequisite: PSY 101.

An introduction to the psychological study of personality. Emphasis on research findings and their interpretation. Alternate years. Credit, 3 semester hours.

PSY 355. Sensation and Perception

Prerequisite: PSY 101.

An examination of the structures and processes involved in perception. Visual and auditory perception will be emphasized. As announced. Credit, 3 semester hours.

PSY 360. Abnormal Psychology

Prerequisite: PSY 101.

A study of the history, theories, and causes of mental disorders. Various types of disorders are examined along with their typical symptoms. Uses of psychological testing and clinical interviews are studied. Spring. Credit, 3 semester hours.

PSY 375. Personality Theories

Prerequisites: Any three PSY courses.

Various theoretical approaches to the study of personality. Spring. Credit, 3 semester hours.

PSY 380. Supervised Research in Social Psychology

Direct experience in the collection, statistical analysis, and technical reporting of data of social behavior. Close collaboration between student and instructor. As announced. Credit, 3 semester hours.

PSY 390. Senior Seminar

Prerequisite: Junior or senior standing; Psychology major.

Examination of selected topics in the current research literature in various fields of psychology. Students will be responsible for reading, interpreting, orally reporting on, and leading discussion on articles from current journals. Spring. Credit, 1 semester hour.

PSY 397. Current Topics Seminar

Comprehensive treatment of selected topics in psychology. Content will vary, depending on interests of participants. Offered on demand (see Department Chairman). Credit, 3-9 semester hours in multiples of 3.

PSY 399. Directed Study

Prerequisite: A written plan of the project should be approved by the Department Chairman no later than two weeks prior to registration.

Directed readings and/or research, leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of credit given will be agreed upon prior to registration and will depend upon the magnitude of the project chosen. Fall, Spring. Credit, 1-6 semester hours.

PSY 401. Physiological Psychology

Prerequisite: 15 hours of psychology or biology.

Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. Spring, alternate years. Credit, 3 semester hours.

PSY 403. Introduction to Psychological Testing

Prerequisite: PSY 208 recommended.

An intensive introduction to basic psychometric concepts including types of test scores, score transformation techniques, validity, reliability, and norms. Practical application of psychometric concepts will be experienced through the administration, evaluation, and interpretation of psychological tests. Fall. Credit, 3 semester hours.

PSY 414. Practicum in Psychology

Prerequisites: Permission of Department Head, PSY 101 and a written plan of work approved by the Chairman no later than two weeks prior to registration.

Supervised experience in an approved mental health center setting or in an approved industrial/occupational setting.

PSY 415. Seminar in Human Motivation

Prerequisites: 3 courses in PSY or permission of instructor and junior standing.

Integration of diverse theoretical perspectives into a coherent framework for analyzing human motivation, with a selective survey of contemporary research. Some practice in assessing adult motivation through interviews. Active oral participation is required.

PSY 417. Introduction to Clinical Psychology

Prerequisites: PSY 360 and 375.

A survey of the clinical field with special emphasis on people-helping skills and institutions. Includes trips to institutions and practicum work with individuals. Fall. Credit, 3 semester hours.

PSY 418. Introduction to Counseling Psychology

Prerequisites: PSY 215 and at least one of: PSY 220, 360, 375.

An introductory survey of counseling with emphasis on basic skills and knowledge of techniques. The course is both didactic (theories of counseling) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. Spring. Credit, 3 semester hours.

PSY 422. Seminar on Psycholinguistics: Psychology of Language

Prerequisites: Any two PSY courses.

A study of theories and research on the learning and usage of language. Includes speech perception, child language development, word meanings, deafness, and other related topics. Alternate Fall. Credit, 3 semester hours.

PSY 490. Senior Seminar

Prerequisite: Junior or senior standing; Psychology major.

Examination of selected topics in the current research literature in various fields of psychology. Students will be responsible for reading, interpreting, orally reporting on, and leading discussion on articles from current journals. Spring. Credit, 1 semester hour.

SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

Chair: FRANK SCHMALLEGER

JOHN BOWMAN³
NORMAN LAYNE
STEPHEN MARSON¹
MICHAEL MOORE

DAVID PATTERSON
JOHN RIMBERG
FREDRICK STEPHENS
CHERYL WAITES
GARY WILLIS²

¹Director of Social Work Program
²Coordinator of Criminal Justice
³Coordinator of Sociology

The purpose of the Department of Sociology, Social Work, and Criminal Justice is to provide students with classroom and real-life experiences designed to stimulate critical thought about man’s social environment and to prepare students for meaningful participation in society.

The department offers both a major and an academic concentration in Sociology, a major in Social Work, and a major in Criminal Justice. In addition, minors are available in Criminal Justice, Medical Sociology, Social Welfare, and Sociology.

The department places emphasis on applied sociology and social work. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students’ employment opportunities following graduation.

The Department of Sociology, Social Work, and Criminal Justice strongly recommends that prospective majors, minors, and those developing a specialty concentration consult the Department chairman.

Requirements for a Bachelor of Arts Degree in Sociology

| | Sem. Hrs. |
|--|-----------|
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Major Requirements | |
| SOC 201, 209, 220, 280, 303 | 15 |
| Select 21 hours from other SOC elective courses (or SOC 499) | 21 |
| Electives | <u>41</u> |
| Total | 128 |

*Sociology majors who elect to study a second course in mathematics are advised to select Introduction to Statistics, MAT 210. Although a course in statistics is recommended, it is not required.

Academic Concentration in Sociology

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, Business Education, or Physical Education, the Department of Sociology, Social Work, and Criminal Justice offers an Academic Concentration of 24 hours. This Academic Concentration is available to other students, regardless of major.

Required Courses

| Course Number | Course Title | Semester Hours |
|---------------|---|----------------|
| SOC 201 | Sociology Concepts | 3 |
| SOC 209 | Social Problems | 3 |
| SOC 220 | Computer and Society | 3 |
| SOC 280 | Health and Society | 3 |
| SOC 303 | The Family | 3 |
| | Also, any three courses with SOC prefix | 9 |
| Total | | 24 |

SOCIAL WORK

The Social Work Program is fully accredited by the Council on Social Work Education. The primary objective of the Social Work Program is preparation for entry level professional social work practice. Courses are offered in social work practice, social welfare policies and services, human behavior and social environment, and understanding social research. An integral and required part of the Program is successful completion of a minimum of 440 clock hours of supervised field work. The Social Work Program *may not* accept past social work practice experience for academic credit.

Although new students may declare social work as a major, CMA 105 and 106, and 50 percent of basic studies courses must be completed prior to enrolling in Introduction to Social Work. Students are expected to adhere to all program and course prerequisites. In order to declare a social work major, students are required to: 1) be interviewed by the Director of the Social Work Program; 2) demonstrate and maintain a minimum QPA of 2.0 within the General Education requirements; 3) adhere to the moral and ethical standards outlined in *The PSU Student Handbook* and the NASW *Code of Ethics*. If a student is rejected from declaring the Social Work Major by the Program Director, the decision may be appealed to the Social Work Program Advisory Committee. Upon admission to the Social Work Program, students are given a copy of *The Student Social Work Handbook*. Students need to read the *Handbook* for information regarding curriculum policy. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors' meetings, and meet regularly with their advisors.

Approximately five percent of the Social Work Majors pursue graduate study. In order to acquire a letter of recommendation for graduate school from the faculty, the student must successfully complete a statistics course (usually SOC 360 or PSY 208).

The Social Work Program has been authorized to recommend certification in School Social Work. School Social Work Certification is a prerequisite for employment in the school system. This rule is enforced by the North Carolina Department

of Public Instruction. School Social Work is **NOT** recognized as an area of teaching specialization but rather as a field of social work practice. Please consult the Director of Social Work for further information.

Requirements for a Bachelor of Science Degree in Social Work

| | |
|--|-----------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements* | 50 |
| Major Requirements | |
| SWK 250, 345, 348, 380, 385, 391, 445, 448, 459, 470, 471 | 35 |
| Select 12 hours from: | |
| PSY 208 or SOC 360, SOC 303, 375, 377; SWK 350, 354, 383, 384, 403 | 12 |
| Electives | 30 |
| Total | 128 |

Model Curriculum Guide: Social Work Major

Freshman Year

| | |
|------------------------|---------------------------|
| Fall | Spring |
| CMA 105 | CMA 106 |
| BIO 100 | PHI 101 |
| MAT 105 | HIST 126, 127, 101 or 102 |
| PSY 101 | CMA 203, 205, or 206 |
| Fine Arts | PHS 110 |
| ORI 100 (1 hr.) | PED (1 hr.) |
| Total hours: 16 | Total hours: 16 |

Sophomore Year

| | |
|------------------------|------------------------|
| SOC 201 CMA 100 | PLS 100 or PLS 101 |
| ECN 201 or GGY 206 | AIS 210 |
| BIO 103 | SWK 345 |
| SWK 250 | Elective |
| PED (1 hr.) | Elective |
| Total hours: 16 | Total hours: 15 |

Junior Year

| | |
|------------------------|------------------------|
| SOC 375 | SWK 380 |
| SWK 383 | SWK 348 |
| SWK 354 | SWK 391 |
| SWK 384 | SWK 459 |
| Humanities Electives | Electives |
| Total hours: 17 | Total hours: 15 |

Senior Year

| | |
|-----------------|-----------------|
| SWK 386 | SWK 471** |
| SWK 470** | SWK 445* |
| SWK 448* | SOC 303 |
| SWK 350 | PED 180 |
| Electives | Electives |
| Total hours: 16 | Total hours: 16 |

*denotes a 2 hour course
**denotes a 5 hour course

It is recommended that Social Work Majors declare a Minor.

CRIMINAL JUSTICE*

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, law enforcement, the courts, corrections, and administration. A criminal justice agency internship is required.

*The Criminal Justice Program at Pembroke State University is accredited by the North Carolina Criminal Justice Education and Training Standards Commission.

Requirements for a Bachelor of Arts Degree in Sociology with a Major in Criminal Justice

| | |
|---|-----------|
| | Sem. Hrs. |
| Orientation Requirement | 1 |
| General Education Requirements | 50 |
| Criminal Justice Core (all courses required) | 22 |
| 1. CRJ 200 Introduction to Criminal Justice | |
| 2. CRJ 240 Criminology (SOC 240) | |
| 3. CRJ 300 Criminal Law | |
| 4. CRJ 360 Social Statistics | |
| 5. CRJ 361 Social Research | |
| 6. CRJ 400 Criminal Procedure | |
| 7. CRJ 480 Internship in Criminal Justice | |
| Criminal Justice Electives (from the following) | 15 |
| 1. CRJ 210 Introduction to Law Enforcement | |
| 2. CRJ 230 Introduction to Corrections | |
| 3. CRJ 310 Introduction to Security | |
| 4. CRJ 315 Criminal Investigation | |
| 5. CRJ 318 Police Administration | |
| 6. CRJ 320 The Courts | |
| 7. CRJ 330 Probation and Parole | |
| 8. CRJ 341 Juvenile Justice | |
| 9. CRJ 350 Correctional Treatment (SWK 350) | |

- 10. CRJ 410 Organized Crime
- 11. CRJ 415 Police Community Relations
- 12. CRJ 450 Special Topics in Criminal Justice
- 13. CRJ 499 Independent Study in Criminal Justice

Transfer students must earn at least 15 hours in criminal justice course work from Pembroke State University.

A Minor is required from the following: Sociology, Social Welfare, Psychology, Personnel and Organizational Leadership, Political Science, Legal Studies, or Public Administration. (A minor will not be required of those seeking a second major.)

| | |
|-----------|-----------|
| Electives | <u>22</u> |
| Total | 128 |

MEDICAL SOCIOLOGY

Medical Sociologists study the nature of health and illness, the role of the sick person, the various healing roles, and the organization of health services. The Department of Sociology, Social Work, and Criminal Justice does not offer a special degree or program in Medical Sociology, but Sociology majors whose primary interest is in the health institution can select Medical Sociology courses as they work on completing the major. Courses are offered on health status issues such as drug use, preventive health practices, and medical ethics, and on health system issues.

Each student interested in Medical Sociology should see the advisor regularly in order to plan an individualized program of study. Any students interested in pursuing graduate studies in Public Health Administration, Hospital Administration, or Health Education should see the Medical Sociology faculty advisor for a suggested program of study.

MINORS

All departmental minors require at least 18 semester hours. Six of these hours may be used to satisfy other major and minor requirements, as well as General Education requirements.

Requirements for a Minor in Sociology

| | |
|---|-----------|
| SOC 201 Sociological Concepts | 3 |
| SOC 209 Social Problems | 3 |
| 12 hours of SOC lecture courses (or SOC 398, 399) | <u>12</u> |
| Total | 18 |

Requirements for a Minor in Criminal Justice

| | |
|--|-----------|
| CRJ 200 Introduction to Criminal Justice | 3 |
| CRJ 240 Introduction to Criminology | 3 |
| 12 hours of CRJ lecture courses (or CRJ 499) | <u>12</u> |
| Total | 18 |

Requirements for a Minor in Medical Sociology

| | |
|---|-----------|
| SOC 270 or BIO 300 Medical Terminology/Vocabulary | 2 |
| SOC 280 Health and Society | 3 |
| 13 hours chosen from the following: | |
| SOC 210, 304, 373, 375, 376, 377, 391, 398, 399; | |
| SWK 384; HED 311; BUS 308; PSY 216; BIO 103; | |
| AIS 460 | <u>13</u> |
| Total | 18 |

Requirements for a Minor in Social Welfare

Select 18 semester hours following the unduplicated rule from the courses listed below:

SWK 250, 304, 345, 348, 350, 354, 383, 384, 391 403, 459

COURSES

I. GENERAL EDUCATION (SOC)

- SOC 101. Introduction to Modern Sociology
Recent developments in sociology, anthropology, and social psychology, Social science and public issues. Fall, Spring. Credit, 3 semester hours.
- SOC 105. Introduction to Cultural Anthropology (AIS 105)
A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contracts between cultures. Fall. Credit, 3 semester hours.
- SOC 201. Sociological Concepts
Human society. Relationships of society to personality and culture. Development of group life and social environments. Required of sociology majors. Fall, Spring. Credit, 3 semester hours.

II. GENERAL SOCIOLOGY (SOC)

Modern Society

- SOC 209. Social Problems in Modern Society
Social costs of organized social life. Problems in families, work groups, local communities, and modern nations. Sociology of mental disorders, suicide, drug abuse, alcoholism, etc. Poverty and violence. Fall, Spring. Credit, 3 semester hours.
- SOC 240. Introduction to Criminology (CRJ 240)
Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation of offenders. Fall, Spring. Credit, 3 semester hours.
- SOC 304. Social Aspects of Human Sexuality (SWK 304)
Human sexuality is analyzed as a social, psychological, and biological process. Included in a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

SOC 312. Sports in Contemporary Society (PED 312)

A study of sports from a sociocultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Spring, odd-numbered years. Credit, 3 semester hours.

SOC 328. Inequality and Change

Differences in social class, status and power will be examined in the U.S. and other societies. Social movements, opportunities, and barriers relevant to social mobility and change will be considered. As announced. Credit, 3 semester hours.

SOC 329. Society and the Environment (GGY 329)

A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Credit, 3 semester hours.

SOC 367. Social Deviance

Prerequisite: SOC 240.

Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Fall. Credit, 3 semester hours.

SOC 396. The Sociology of Everyday Life

A study of qualitative approaches to the subject matter of sociology. Symbolic interaction, phenomenology and linguistics are applied to observations in interpersonal interaction. As announced. Credit, 3 semester hours.

SOC 459. Minority Groups (SWK 459)

The same course as SWK 459. Credit, 3 semester hours.

SOC 482. Sociological Applications

Prerequisite: Junior/Senior standing.

A review and integration of prior sociology coursework. Includes an examination of sociological applications and career options. Students who intend to complete an internship in sociology should first complete this course. Fall. Credit, 1 semester hour.

Medical Sociology**SOC 270. Medical Terminology**

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. Fall. Credit, 2 semester hours.

SOC 280. Health and Society

A sociological analysis of health and illness. Topics covered include how persons respond to illness, health-care selection, social factors in therapy, and the social consequences of illness. Fall. Credit, 3 semester hours.

SOC 373. Health Promotion and Wellness

Prerequisite: SOC 280 or permission of instructor.

A study of community problems and opportunities for health care and the social factors that mold health habits. Project development and implementation required. Spring, even-numbered years. Credit, 3 semester hours.

SOC 375. Death, Dying, and Chronic Illness

Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Fall. Credit, 3 semester hours.

SOC 376. Medical Ethics (PHI 376)

Prerequisite: SOC 280.

The same course as PHI 376. Credit, 3 semester hours.

SOC 377. Drug Use and Abuse

Prerequisite: SOC 280 or permission of instructor.

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Spring. Credit, 3 semester hours.

Social Institutions***SOC 303. The Family**

Structure and functions of kin groups in societies. Types of families. Cooperation and conflict. The family in relation to other social institutions. Mate selection, courtship, and family relationships. Stability and change. Spring. Credit, 3 semester hours.

SOC 413. Industrial Sociology

Sociological perspectives on industry, business and commerce. Exchange theory will be included. The case study method will be employed. Students will engage in cross-cultural analysis. Several Saturday field trips to local industries are required. Spring, even-numbered years. Credit, 4 semester hours.

SOC 417. Sociology of Religion (REL 417)

Prerequisite: SOC 201.

Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours.

SOC 445. Cultural Differences and Education

Sociological analysis of the educator's problems of insight and judgment when dealing with students, parents, townspeople, or colleagues who come from different cultural backgrounds; specific focus upon the problems of ethnocentrism as encountered by classroom teachers and administrators; explanation of teaching situations in terms of culture theory and crosscultural communication. Fall. Credit, 3 semester hours.

*Other Social Institutions courses include:

SOC 105 Introduction to Cultural Anthropology (see General Education section)

SOC 280 Health and Society (see Medical Sociology section)

SOC 312 Sports in Contemporary Society (see Modern Society section)

Social Anthropology (American Indian Studies)***SOC 458. American Indians Before Contact (AIS 458)**

An introduction to the study of ecological adaptations by North America's original inhabitants, with emphasis on nine culture regions. Theories of origin, will be examined. Scientific methods of artifact dating will be considered. A research project is required. As announced. Credit, 3 semester hours.

*Other Social Anthropology courses include:

SOC 105 Introduction to Cultural Anthropology
(see General Education section)

Method and Theory

SOC 220. Computers and Society

An introduction to the impact of computers on modern society and computer applications in the social sciences. Fall. Credit, 3 semester hours.

SOC 360. Social Statistics (CRJ 360)

Prerequisite: MAT 105 or permission of the instructor.

An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 semester hours.

SOC 390. Junior Seminar on Sociological Concepts

An intermediate-level course in sociological method and theory. As announced. Credit, 3 semester hours.

SOC 391. Understanding Social Research (SWK 391)

The same course as SWK 391. Credit, 3 semester hours.

SOC 485. Internship in Sociology

Prerequisite: permission of the instructor.

Supervised and evaluated participation in the regular activities of an organizational setting for two days a week. In consultation with the instructor, the student is expected to prepare an analysis of the organization's social structure and interactional dynamics. Course meets in the seminar setting one hour per week. SOC 485 requires that the student receive at least 200 clock hours of supervised experience. NOTE: Pass/Fail grading, Spring. Credit, 6 semester hours.

SOC 490. Senior Seminar on Sociology Concepts

An advanced course in sociological method and theory. Research paper required. As announced. Credit, 3 semester hours.

Student-Originated Studies

SOC 295, 296, 297. Practicum in Peer Education

Provides the student a supervised opportunity to engage in peer education of issues related to alcohol/drug use and abuse. Written acceptance by a supervising faculty member is required, along with a signed contract that is submitted for approval to the Area Coordinator prior to registration. Fall, Spring. Credit, 1 semester hour each.

SOC 397. Experiential Learning I

See Area Coordinator. Fall, Spring, Summer. Credit, 3 semester hours.

SOC 398. Directed Research I

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together the faculty member's acceptance, is submitted for approval to the Area Coordinator prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

SOC 399. Directed Research II

Same as above. Credit, 2 semester hours.

SOC 497. Experiential Learning II

See Area Coordinator, Fall, Spring, and Summer. Credit, 3 semester hours.

SOC 499. Independent Study in Sociology

Prerequisite: Acceptance by the Department Member who will supervise, and approval by the Department Chairman.

Restriction: Limited to seniors majoring in sociology whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours.

III. CRIMINAL JUSTICE (CRJ)**CRJ 200. Introduction to Criminal Justice**

A study of the operations and processes of the justice system and its agencies, how the justice system influences human behavior, and how it is influenced by social, economic, and environmental factors, including the American political system. Fall, Spring. Credit, 3 semester hours.

CRJ 210. Introduction to Law Enforcement

Prerequisite: CRJ 200.

A study of police in society, to include the organization of police forces, centralized police power, organized crime, and the recruitment and training of police officers. Fall. Credit, 3 semester hours.

CRJ 230. Introduction to Corrections

Prerequisite: CRJ 200.

A study of imprisonment and other forms of punishment, to include the social organization of penitentiaries, jails, and reformatories. Probation, parole, and other forms of correctional treatment are stressed. Fall. Credit, 3 semester hours.

CRJ 240. Introduction to Criminology

Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation of offenders. Fall, Spring. Credit, 3 semester hours.

CRJ 300. Criminal Law

Prerequisite: CRJ 200.

An analysis of the substantive criminal law studied from the development of the common law tradition to the present. Focus on statutory definitions in general as well as North Carolina Criminal Code. Fall. Credit, 3 semester hours.

CRJ 310. Introduction to Security

An introductory survey of the security field. Included will be private, corporate, industrial, and retail applications. Comparisons between private and public policing will be made. As announced. Credit, 3 semester hours.

CRJ 315. Criminal Investigation

Prerequisite: CRJ 210.

A study of the methodology relating to the study of crime. Emphasis will be placed more on the theoretical than the applied issues. An emphasis will be placed on the developing "high technology" relating to criminal investigation. Spring. Credit, 3 semester hours.

CRJ 318. Police Administration

Prerequisite: CRJ 210.

This course will seek to study the police bureaucracy. Included will be both an analysis of line and staff structures of an individual agency as well as the structure of the law enforcement establishment (local, state, national). Distinctions will be drawn between the law enforcement bureaucracy and other public service agencies. Fall. Credit, 3 semester hours.

CRJ 320. The Courts

Prerequisite: CRJ 200.

A study of the sociology of law, changing concepts of justice, courts and other legal organizations. The activities of lawyers, judges, and related occupations and professions are stressed. Fall. Credit, 3 semester hours

CRJ 330. Probation and Parole

Prerequisite: CRJ 230.

Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. Spring. Credit, 3 semester hours.

CRJ 341. Juvenile Justice

Prerequisite: CRJ 240.

Legal and philosophical basis for a separate juvenile justice system, with a focus on juvenile rights and will include such topics as due process, venue, adjudication and dispositions, commitments, and alternatives to incarceration. Fall. Credit, 3 semester hours.

CRJ 350. Correctional Treatment (SWK 350)

The same course as SWK 350. Credit, 3 semester hours.

CJR 360. Social Statistics (SOC 360)

Prerequisite: MAT 105 or permission of the instructor.

An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 semester hours.

CJR 361. Social Research

Prerequisite: CRJ 360 or permission of the instructor.

An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Spring. Credit, 3 semester hours.

CRJ 397. Experiential Learning I

See Area Coordinator. Fall, Spring, Summer. Credit, 3 semester hours.

CRJ 398. Directed Research I

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together with the faculty member's acceptance, is submitted for approval to the Area Coordinator prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

CRJ 399. Directed Research II

Same as above. Credit, 2 semester hours.

CRJ 400. Criminal Procedure

Prerequisite: CRJ 300 or permission of the instructor.

A survey and analysis of due process rights of individuals in the criminal process. Emphasis will be on the impact of the Bill of Rights on the practices of police, prosecutors and judges and the remedies available for the violation of those rights. Spring. Credit, 3 semester hours.

CRJ 410. Organized Crime

Prerequisite: CRJ 200.

A historical and contemporary review of the development and operation of organizations committed to criminal conduct. Emphasis will be placed on organized crime in America and the efforts to control it (especially federal RICO statutes). Spring. Credit, 3 semester hours.

CRJ 415. Police Community Relations

Prerequisite: CRJ 210.

This course will study the interaction that occurs between the police and members of the community. Emphasis will be placed on the relationships with juveniles, addicts, minorities, and victims. Spring. Credit, 3 semester hours.

CRJ 450. Special Topics in Criminal Justice

This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

CRJ 470. Senior Seminar in Criminal Justice

Prerequisite: Senior Standing in criminal justice or consent of instructor.

Selected topics will be examined, including ethics in criminal justice, professionalism, evaluation programs, current trends, and job possibilities. Fall. Credit, 3 semester hours.

CRJ 480. Internship in Criminal Justice

Prerequisites: Senior standing and consent of instructor.

Through placement in a criminal justice agency, students will develop some competence in the organization, administration, and practices of that agency. Course requirements include at least 40 clock hours of supervision in the host agency per credit hour awarded. Prior to field placement students will be instructed in operating policies and procedures of the host agency. Note: Pass/Fail Basis. Spring. Credit, 4 semester hours. This course may be repeated for a total of 12 credit hours.

CRJ 497. Experiential Learning II

See Area Coordinator. Fall, Spring, Summer. Credit, 3 semester hours.

CRJ 499. Independent Study in Criminal Justice

Prerequisite: Acceptance by the Department Member who will supervise, and approval by the Department Chairman.

Restriction: Limited to seniors majoring in criminal justice whose overall cumulative point average is 3.0 or better.

A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours.

SOCIAL WORK (SWK)**SWK 250. Introduction to Social Work**

Prerequisites: CMA 105, 106.

Required for: Social Work Major.

Historical and current overview of the social welfare system and the field of social work. Basic social work concepts. Social welfare structure and services. Social work interventive methods. Field experience required. Fall, Spring. Credit, 3 semester hours.

SWK 304. Social Aspects of Human Sexuality (SOC 304)

Human sexuality is analyzed as a social, psychological, and biological process. Included in a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

SWK 345. Human Behavior and Social Environment I

Prerequisites: BIO 103 or equivalent, PSY 101; SOC 101 or SOC 201.

Behavior in the socio-cultural psychological and biological contexts which determine life-cycle development and behavior. Human functioning in the social environment. Spring. Credit, 3 semester hours.

SWK 348. Social Welfare Policies and Programs I

Prerequisites: PLS 100 or 101.

Process of policy-making, programming and planning. Social, cultural, economic, and political influences on the social welfare system. Spring. Credit, 3 semester hours.

SWK 350. Correctional Treatment

Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution. Fall. Credit, 3 semester hours.

SWK 354. School Social Work

Prerequisite: SWK 250 or permission of instructor.

An overview of school social work as an area of social work practice. Emphasis will be placed upon historical development, legislation affecting school social work practice, problems of school age children, and the role of the school social worker in dealing with these problems. As announced. Credit, 3 semester hours.

SWK 380. Social Work Practice I

Prerequisite: SWK 250 is recommended.

Social work methods for serving individuals, groups, and communities. Fall. Credit, 3 semester hours.

SWK 383. Child Welfare Services

Prerequisite: SWK 250 is recommended.

Historical perspective on the development of our society's perception of children's needs. Current situation in social services for children. Fall. Credit, 3 semester hours.

SWK 384. Social Gerontology

Prerequisite: SWK 250 is recommended.

Problems and needs of the aged. Role of the social worker in planning and providing services. Analysis of existing programs. Students will be involved in the delivery of care to aged individuals. Fall. Credit, 3 semester hours.

SWK 385. Social Work Practice II

Prerequisite: SWK 380.

A continuation of SWK 380. Spring. Credit, 3 semester hours.

SWK 391. Understanding Social Research

Prerequisite: SOC 201 or 101.

The ethics, standards, and methods of scientific inquiry in social research and the helping services. Particular emphasis is given to standards, and methods to improve helping skills. The course is directed to the professional research needs of those preparing for careers in such areas as criminology, medical sociology, and social work. Spring. Credit, 3 semester hours.

SWK 397. Experiential Learning I

See Program Director *prior to registration*. Fall, Spring, Summer. Credit, 3 semester hours.

SWK 398. Directed Research I

Written acceptance by a supervising faculty member is required, based on the student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director *prior to registration*. Fall, Spring, Summer. Credit, 1 semester hour.

SWK 399. Directed Research II

Same as SWK 398. See Program Director *prior to registration*. Credit, 2 semester hours.

SWK 403. Supervision in Human Service Organizations

Prerequisite: SWK 348.

A survey of administrative considerations such as manpower utilization, supervisor/worker interaction, and roles and functions of supervisors and workers. This course is suggested for students who presently are supervisors or expected to be in a supervisory position. As announced. Credit, 3 semester hours.

SWK 445. Human Behavior and Social Environment II

Prerequisite: SWK 345.

This course is a continuation of SWK 345. Special focus is placed on issues of human development that are the concerns of generic entry level social work practitioners. Spring. Credit, 2 semester hours.

SWK 448. Social Welfare Policies and Programs II

Prerequisite: SWK 348.

This course is a continuation of SWK 348. Theories of organization and their implication for social work are explored. Emphasis is placed on the underlying assumption, goals, and possible consequences of professional policy positions. Fall. Credit, 2 semester hours.

SWK 459. Minority Group

Ethnic, religious, racial, and other minorities. Types of majority-minority relationships. Social integration, segregation, discrimination and prejudice. Spring. Credit, 3 semester hours.

SWK 470. Field Work I

Prerequisite: SWK 348 and 380 and permission of instructor.

Learning experience in a social work agency. Students will develop some competence in the skills and processes used in practice, and will relate theory to experience in the field. SWK 470 requires that the student receive at least 215 clock hours of supervised field work. NOTE: Pass/Fail basis. Fall. Credit, 5 semester hours.

SWK 471. Field Work II

Prerequisite: SWK 470, 385, and permission of instructor.

A continuation of SWK 470. SWK 471 requires that the student receive at least 215 clock hours of supervised field work. NOTE: Pass/Fail basis. Spring. Credit, 5 semester hours.

SWK 497. Experiential Learning II

See Program Director *prior to registration*. Fall, Spring, Summer. Credit, 3 semester hours.

Special Programs and Interdisciplinary Majors and Minors

CHANCELLOR'S SCHOLARS PROGRAM*Director:* CHARLES R. JENKINS**CHANCELLOR'S SCHOLARS COUNCIL**

MARY BOYLES
ROBERT W. BROWN*
JOSE J. D'ARRUDA
JOHN E. REISSNER
KATHRYN K. RILEIGH

ROBERT O. SCHNIEDEF
KATHRYN M. SULLIVAN
PATRICIA D. VALENTI
RUDY D. WILLIAMS*

*Faculty Coordinator

The Chancellor's Scholars Program is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities not necessarily available in the general curriculum. These distinctive opportunities include: small interdisciplinary seminars; an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; closer interaction with individual faculty members in the program; and the opportunity to write a senior thesis or to develop a senior project with faculty supervision.

Chancellor's Scholars are selected on the basis of exceptionally high grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and/or extra-curricular achievements. Tuition scholarships are awarded to as many of the Chancellor's Scholars as possible. Chancellor's Scholars are appointed by the Chancellor upon the recommendation of the Chancellor's Scholars Council. After receiving the recommendation from the Council, the Chancellor sends a personal letter to the student inviting him/her to participate in the program. As many Chancellors' Scholars as possible receive scholarships covering full tuition and fees at the in-state rate.

To remain in the Chancellor's Scholars Program, students are required to maintain a minimum overall quality-point average of 3.0, maintain a minimum CSP quality-point average of 3.0, and receive appropriate recommendations by the Chancellor's Scholars Council.

The Chancellor's Scholars Program promotes the scholarly growth of the outstanding students selected for the program by providing an enriching series of interdisciplinary seminars. Participation in the Chancellor's Scholars Program also allows the student to obtain a broad and solid general education and to select an existing major at the University that best meets individual career goals. The Chancellor's Scholars Program seminars emphasize both the open exchange of ideas in ongoing discussions and the varied perspectives of guest speakers. They are intended to develop and employ the skills of students bringing exceptional experience, talent, and motivation to the program; as such, they demand the active contribution of all participants. Frequent reaction papers and, in the higher level seminars, increasing responsibilities for independent study are expected within the program. The course offerings for the Chancellor's Scholars Program total 22 semester hours, and Chancellor's Scholars are expected to enroll in one Chancellor's Scholars Program course each semester. To graduate with the Chancellor's Scholars designation, the student must have completed

the individualized Chancellor's Scholars Program designed for the student by the Chancellor's Scholars Council, including three semester hours devoted to the CSP Thesis/Project.

COURSES (CSP)

100. Current World Problems

Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in considering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Fall. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in General Education for a course in Social Science.

150. Modeling and Analysis of Natural Systems

Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities.

A Chancellor's Scholar will receive credit in General Education for a course in the Divisional Electives area of Natural Sciences and Mathematics.

151. Contemporary Issues in Science and Technology

An interdisciplinary examination of scientific and technological issues of current global significance. The scientific principles relating to each topic will be examined, followed by analysis of management possibilities and problems, technological applications, and implications for society. Where appropriate, laboratory experiences (both on and off campus) will be involved which expose the student to relevant techniques and methodology.

A Chancellor's Scholar will receive credit in General Education for a course in the Physical Science area of Natural Sciences and Mathematics.

200. Great Cultural Epochs I

Interdisciplinary examination of cultures in selected epochs from prehistory to the Baroque Era. Illustrative works and ideas from literature, art, music, religion, and philosophy, studied to characterize each period and its contribution to humanity's self-understanding. Spring. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in General Education for a course in Section (5) of Humanities.

201. Great Cultural Epochs II

Continuation of CSP 200, examining cultures in selected epochs from the Baroque to the present. Antecedents and consequences of some focal cultural themes chosen for the semester, e.g. naturalism in European literature, the experience of the American frontier, the philosophy of the Age of Enlightenment, and political and social upheaval in the French Revolution. Fall. Credit, 3 semester hours.

A Chancellor's Scholar will receive credit in General Education for a course Section (5) of Humanities.

275. Frontiers in Human Behavior

Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of personality. Class presentations and discussion form a major portion of the course.

A Chancellor's Scholar will receive credit in General Education for a course in Social Science.

400. Research Methods and Prospectus

Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Fall. Credit, 1 semester hour.

450. Scholars Thesis/Project

Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Spring. Credit, 3 semester hours.

TEACHING FELLOWS PROGRAM

Director:

Pembroke State University is one of the fifteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the “best and brightest” students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of their senior years. Four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission following a state-wide selection process. Each Teaching Fellow receives a \$20,000 scholarship (\$5000/year for four years) and is required to teach in the State of North Carolina for at least four years.

Teaching Fellows choosing to attend Pembroke State University participate in an academically and culturally enriched teacher education program. Program activities include a summer orientation program, monthly seminars focusing on a variety of topics, educational and recreational field trips, service projects, and special social events. Teaching Fellows will work closely with faculty mentors on research and other projects. Additionally, they are provided the opportunity to participate in the University’s Chancellor’s Scholars Program.

Additional information on the program is available from the Office of Teacher Education or the Teaching Fellows Program Director.

GRADUATE MINORITY ACHIEVERS PROGRAM

Faculty Coordinator: STANLEY KNICK

Pembroke State University is a member of the Graduate Minority Achievers Program Consortium, which is centered at Indiana University. The Graduate Minority Achievers Program (GMAP) offers talented minority students in any academic discipline an opportunity to preview Indiana University during the summer between their junior and senior years, with the intention that they return to Indiana University for graduate study. Students are nominated on the basis of quality point average and faculty recommendations concerning the student’s academic potential to complete graduate study. As many as three deserving Pembroke State University students may be nominated each year.

Students selected for the GMAP receive travel expenses, room and board, tuition fee remission as well as a stipend for participating in the program which takes place during second summer session. During the program, GMAP students enroll in one upper level undergraduate course in the area of their academic interest, and complete a research project under the guidance of an Indiana University faculty mentor. Other program elements include Graduate Record Exam workshops, travel to a summer academic conference, and assistance with the graduate school application process.

GMAP students who are admitted to graduate school at Indiana University (after they complete their studies at Pembroke State University) will receive three years of support for graduate study at Indiana University, which may include fellowships and graduate assistantships. Applications should be filed with the Faculty Coordinator no later than January 20. The Graduate Minority Achiever’s Program is an excellent opportunity for Pembroke State University to assist some of its best minority students in progressing toward graduate study and a professional career.

COLLEGE OPPORTUNITY PROGRAM

Director: SANDRA M. STRATIL

ANNE LOCKWOOD

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of Pembroke State University's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, SAT or ACT scores, and the recommendation of the high school counselor. The application for admission should be filed as early as possible.

The student enters the College Opportunity Program in the summer for a five-week session including preliminary testing and courses designed for the development of academic skills to prepare him/her for the Fall Semester. The student who successfully completes these summer courses is then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 12 hours of academic courses and 1 hour courses in Orientation and Physical Education. In addition, the student meets regularly with the COP advisor for special advisement and counseling. Each student's academic eligibility is reviewed at the end of the Fall Semester and the Spring Semester. If he/she meets the academic eligibility requirements listed under "Academic Eligibility" in the college catalog and if he/she has successfully completed the College Opportunity Program requirements, he/she is admitted to the University as a regular student at the end of the Spring Semester.

DEPARTMENT OF AEROSPACE STUDIES (AIR FORCE ROTC)

Director: CAPTAIN DENNIS B. WILDER, JR.

LTC. LARNIE MCCLUNG

CAPT. JUDY MAYRAND

AIR FORCE ROTC PROGRAM

General military courses are available for the freshman and sophomore years, and professional officer courses for the junior and senior years.

Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-enrollment agreement with an institution hosting the AFROTC Program. Pembroke State University has a cross-enrollment agreement.

OBJECTIVES

The objectives of the Aerospace Studies program are as follows:

1. To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
2. To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
3. To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
4. To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers' Course.
5. To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
6. To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
7. To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the US Air Force serves the national interest.

PROGRAM REQUIREMENTS

To be eligible for the General Military Course (GMC) each individual must:

1. Be a full-time student.
2. Be 14 years of age or older.
3. Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
4. Be of good moral character.
5. Meet University medical standards for admission to the institution.
6. Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

1. Be a full-time student and schedule to receive a baccalaureate degree.
2. Be a U.S. citizen.
3. Be of good moral character.
4. Be certified Medically Qualified by appropriate Air Force medical authorities.
5. Be at least 17 years of age.
6. Successfully complete either GMC or equivalent training and a four-week Field Training Course.
7. Attain a minimum qualifying score on the Air Force Officers Qualification Test.
8. Have two academic years remaining when entering the POC.
9. Be in good academic standing.

PROGRAM

The General Military Course (GMC) is an introductory level course dealing with mission, organization and function of the U.S. Air Force, and with development of air power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force Officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training program held at selected Air Force bases during the summer. A six-week camp is conducted for all students entering the Air Force ROTC two-year program. All other cadets attend a four-week encampment. The Flight Instruction Program is an integral part of the Air Force ROTC program.

The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Under the two-year program selected students may be enrolled in the POC provided they have two full years of college remaining. If contemplating enrollment in this program, a student should do so prior to completion of the sophomore year, to enter Field Training during the summer preceding the Fall semester of his or her junior year.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract and receive a subsistence allowance of \$100 per month.

A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay \$100 per month, fees, tuition, and an annual textbook allowance.

During the four or six weeks of Field Training Program, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.) Each student must satisfactorily complete a course in mathematical reasoning prior to receipt of a commission; a list of these courses is available in the Aerospace Studies office.

Students enrolled in the program under a four-year AFROTC Scholarship must satisfactorily complete a 3-credit hour course in English composition prior to the end of the GMC tenure to maintain scholarship entitlements. GMC cadets receiving scholarships of less than four year duration will have two academic years from scholarship activation to complete the English composition requirement; English composition courses satisfying this requirement are listed in the Aerospace Studies office.

COURSES (ARS)

ARS 111. The Air Force Today: Air Force Organization & Mission

This is the initial course of study in the four-year Air Force ROTC curriculum. This course is designed to familiarize the student with the mission, organization, and doctrine of the U.S. Air Force and U.S. Strategic Offensive Forces. Corps Training provides the cadet with experience in executing drill movements, as well as, knowledge of customs and courtesies expected of an Air Force member, career opportunities in the Air Force, and the life of an Air Force Junior Officer. Alternate Fall. Credit, 1 semester hour.

ARS 112. The Air Force Today: Strategic Defensive Forces

Study of the U.S. Strategic Defensive Forces, U.S. General Purposes and Aerospace Support Forces including those of the Army, Navy, and Marines. Corps Training continues to stress basic fundamentals needed for the cadet to be capable of assuming and discharging his responsibilities in Air Force ROTC functions and as a professional officer. Alternate Spring. Credit, 1 semester hour.

ARS 211. The Development of Air Power: The Ascension to Prominence

Study of the history of manned flight to the time than an independent Air Force was formed. The development of concepts and doctrine governing the employment of air power is emphasized. Corps Training places the student in leadership and teaching roles as a cadet non-commissioned officer, and includes further study of the junior officer environment. Alternate Fall. Credit, 1 semester hour.

ARS 212. The Development of Air Power: Key to Deterrence

Study of the major events involving air power from the Berlin airlift to the present. Emphasis on understanding the effects of technology on air power and how the nation's objectives are supported by air power. Preparation for Field Training is the objective of this course's Corps Training. Alternate Spring. Credit, 1 semester hour.

ARS 311. Air Force Management & Leadership

An integrated management and leadership course emphasizing the individual as a manager in an Air Force milieu. Communication and group dynamics are covered to provide a foundation for development of the Junior Officer's professional skills as an Air Force Officer. Basic managerial processes involving decision-making, utilization of analytical aids in planning, organizing, communicating, and controlling in a changing environment are emphasized as necessary professional concepts. Alternate Fall. Credit, 3 semester hours.

ARS 312. Air Force Management & Leadership

An integrated management and leadership course emphasizing the individual as a leader in an Air Force milieu. This course presents multidimensional approaches to the leadership process. Organizational power, politics, managerial strategy and tactics, military justice, and administrative law are discussed within the context of the military organization. Actual Air Force cases are used to enhance the learning and communication processes. Alternate Spring. Credit, 3 semester hours.

ARS 411. National Security Forces/Issues

This course is composed of academic and military training. The academic portion includes an examination of military professionalism, civil-military interaction, and the international and domestic environment affecting U.S. Defense Strategy. Within this structure, continuing attention is given to developing the communication skills required by Junior Officers. Leadership in military drill and command is practiced. Alternate Fall. Credit, 3 semester hours.

ARS 412. National Security Forces/Issues

This course studies Air Force Officer classification and assignments, strategy, and the management of conflicts, which include deterrence, arms limitation, limited wars and insurgency, the formulation and implementation of U.S. defense policy, organizational policymaking, and case studies in policymaking. Continued military leadership opportunities are provided in the laboratory period. Alternate Spring. Credit, 3 semester hours.

MILITARY SCIENCE (ARMY ROTC)

Director: CAPTAIN TERRY R. SOPHER, JR.

ARMY ROTC PROGRAM

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the US Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character; and (d) being enrolled as a full-time student at Pembroke State University.

OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation of their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as Second Lieutenants.

COURSES (MSC)

BASIC COURSES

MSC 101. Military Organization

An orientation to the U.S. Army concentrating on the historical development of ROTC and related customs, courtesies, and traditions of uniformed service. Fall. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 102. Basic Leadership and Management

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. Spring. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 180. The Art of Self Defense (PED 180)

An introductory course in the art of self defense. Taught by a qualified military instructor. Students may use the course as an alternate to 101 or 102.

MSC 201. Studies in Decision Making

A study in progressive leadership concentrating on leadership models, personality, and perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Fall. 1 hour lab per week and two hours lecture. Credit, 3 semester hours.

MSC 202. Land Navigation and Tactics

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Spring. 1 hour lab per week and 2 hours lecture. Credit, 3 semester hours.

ADVANCED COURSES

MSC 301. Leadership Development

Prerequisite: Completion of ROTC Basic Course, Basic Camp or equivalent. Instruction is presented in the psychology and principles of leadership and management, emphasizing a behavioral science approach. Cadets learn the fundamentals and techniques of military instruction/briefings (including effective writing), and receive instruction in advanced land navigation, tactical communications systems, artillery, drill and ceremonies, and physical conditioning. Fall. Three (3) lecture hours and 1 1/2 laboratory hours per week. Credit, 3 semester hours.

MSC 302. Unit Level Command Responsibilities

Prerequisite: Completion of MSC 301 or equivalent. A study in leadership from the perspective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours.

MSC 401. Basic Officer Course Preparation (3)

Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and decorations, and Fundamentals of Management. Three (3) lecture hours and 1 1/2 laboratory hours per week. Fall. Credit, 3 semester hours.

MSC 402. Advanced Leadership and Management

Prerequisite: Completion of MSC 401.

Studies in Military Staff organization and procedure. Topics essential to newly commissioned officers including an in-depth survey of the Military Justice System and courts-martial procedures. Practical application of leadership skills in dealing with supply and maintenance procedures. Students also are required to prepare and present military instruction to military science classes. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours.

MSC 421. The American Military Experience (HST 406)

Prerequisite: Completion of MSC 301 or 302.

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Fall. Credit, 3 semester hours.

SCIENCE EDUCATION MAJOR

Coordinators: PETER WISH
SUE BOWDEN

PROGRAM ADVISORY COMMITTEE

JOSE D'ARRUDA—Physics
HAROLD J. TEAGUE—
Chemistry
BONNIE KELLEY—Biology

SUELLEN CABE—Earth Science
CARL FISHER—Education

PROGRAM GOAL AND OBJECTIVES

The goal of the program is to develop teachers who have the following characteristics:

1. an understanding of scientific knowledge (facts, concepts, laws, theories) and how this knowledge will enable students to deal with personal and social problems intelligently
2. a basic understanding of the nature of science and how the scientific method can be used to solve problems and make decisions
3. a basic understanding of the interrelationships among science, technology, and society
4. an understanding of how science contributes to the personal development of each individual
5. an awareness of the many career opportunities that are available for students and how to provide information and training that will be useful to students with respect to future employment
6. an understanding of the methods and curriculum of science
7. possess the communication skills (speaking and writing) necessary for effective teaching as well as the skill necessary for effective use of classroom management
8. an understanding of the role of research in science education
9. aware of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction

The Departments of Biology, Education, Geology/Geography, and Physical Science offer an interdepartmental Bachelor of Science Degree program in Science Education. This program is designed to prepare prospective teachers of science in Grades 9-12. Upon completion of the program graduates will be eligible for the North Carolina Secondary Science Comprehensive Certification. Students will be required to concentrate in one of the four major areas of science (biology, chemistry, physics or earth science) and to complete some course work in each of the other three areas. Course offerings in Science Education, as well as coordination of the program, are offered through the Physical Science Department. The Science Education program (secondary and middle grades) has been approved by the National Science Teachers Association. See p. 54 for Teacher Education requirements.

Requirements for a Bachelor of Science Degree in Science Education

1. Orientation and General Education Requirements including special requirements for certification and certain required and cognate courses (51 semester hours).

12 semester hours of Natural Science and Mathematics will count both toward General Education and toward major requirements.

2. Teaching Area Concentration

A. BIOLOGY

Required Biology courses (33 semester hours)

- BIO 100: Principles of Biology
- BIO 100L: Laboratory Investigation and Experiences in General Biology
- BIO 101: General Botany
- BIO 102: General Zoology
- BIO 304: Principles of Ecology
- BIO 371: Cell Biology
- BIO 472: Principles of Genetics
- BIO 422: Evolution

6 additional semester hours in biology*

Required cognate courses (38 semester hours)

- MAT 107: College Algebra
- MAT 215: Calculus with Applications
- CHM 100 &
110: General Chemistry I and Lab
- CHM 101
& 111: General Chemistry II and Lab
- CHM 300: Organic Chemistry
- GLY 115: Earth Science
- GLY 115L: Earth Science Lab
- GLY 125: Earth History
- GLY 125L: Earth History Lab
- PHY 150: College Physics I
- PHY 151: College Physics II
- PHY 206: Physics Laboratory
- PHY 207: Physics Laboratory
- CSC 405: Computers in Education

B. CHEMISTRY

Required chemistry courses (32 semester hours)

- CHM 100 &
110: General Chemistry I and Lab
- CHM 101
& 111: General Chemistry II and Lab
- CHM 226: Elementary Inorganic Chemistry
- CHM 227: Analytical Chemistry I
- CHM 300: Organic Chemistry
- CHM 301: Organic Chemistry
- CHM 311: Biochemistry
- CHM 312: Biochemistry Lab
- CHM 410: Physical Chemistry
- CHM 498: Literature Seminar

Required cognate courses (39 semester hours)

MAT 109: College Algebra and Trigonometry

MAT 221: Calculus I

MAT 222: Calculus II

BIO 100: Principles of Biology

BIO 100L: Laboratory Investigation and Experiences in General Biology

BIO 101: General Botany

or

BIO 102: General Zoology

GLY 115: Earth Science

GLY 115L: Earth Science Lab

GLY 125: Earth History

GLY 125L: Earth History Lab

PHY 150: College Physics I

PHY 151: College Physics II

PHY 206: Physics Laboratory

PHY 207: Physics Laboratory

CSC 405: Computers in Education

C. PHYSICS

Required physics courses (29 semester hours)

PHY 150: College Physics I

PHY 151: College Physics II

PHY 206: Physics Laboratory

PHY 207: Physics Laboratory

PHY 218: Optics

PHY 256: Modern Physics

PHY 320: Electricity and Magnetism

PHY 321: Electricity and Magnetism

PHY 326: Heat and Temperature

PHY 356: Modern Electronics

PHS 116: Exploring Man's Energy Choices

Required cognate courses (41 semester hour)

MAT 109: College Algebra and Trigonometry

MAT 221: Calculus I

MAT 222: Calculus II

MAT 322: Differential Equations

BIO 100: Principles of Biology

BIO 100L: Laboratory Investigations and Experiences in General Biology

BIO 101: General Botany

or

BIO 102: General Zoology

GLY 115: Earth Science

GLY 115L: Earth Science Lab

CHM 100

& 110: General Chemistry I & Lab

CHM 101

& 111: General Chemistry II and Lab

PHS 156: Astronomy

CSC 405: Computers in Education

D. EARTH SCIENCE

Required Earth Science courses (32 semester hours)

- GLY 100: Physical Geology
- GLY 100L: Physical Geology Lab
- GLY 125: Earth History
- GLY 125L: Earth History Lab
- GLY 226: Physical Oceanography
- GLY 262: Environmental Geology
- GLY 310: Mineralogy and Petrology
- GLY 325: General Paleontology
- GLY 246: Climatology
- GLY 366: Geomorphology
- GLY 425: Stratigraphy and Sedimentology
- PHS 156: Astronomy

Required cognate courses (38 semester hours)

- MAT 107: College Algebra
- MAT 215: Calculus with Applications
- CHM 100
& 110: General Chemistry
- CHM 101
& 111: General Chemistry
- CHM 300: Organic Chemistry
- BIO 100: Principles of Biology
- BIO 100L: Laboratory Investigations and Experiences in General Biology
- BIO 101: General Botany
- or
- BIO 102: General Zoology
- PHY 150: College Physics I
- PHY 151: College Physics II
- PHY 206: Physics Laboratory
- PHY 207: Physics Laboratory
- CSC 405: Computers in Education

3. Professional Requirements (25 semester hours)

- SCE 300: Early Experience for Prospective Science Teachers
- SCE 301: Practicum for Secondary Science Teachers
- SCE 400: Teaching Science in the Secondary School
- EDN 227: Foundations of Education
- EDN 308: Psychology of Adolescence
- EDN 350: Educational Psychology
- EDN 419: Instructional Design
- EDN 430: Mainstreaming the Exceptional Student
- EDN 448: Student Teaching in the Secondary School

4. Electives (0)

TOTALS

- BIOLOGY: 135 semester hours
- CHEMISTRY: 135 semester hours
- PHYSICS: 134 semester hours
- EARTH SCIENCE: 134 semester hours

Requirements for certification in Science for the B.S. Degree in Middle Grades Education (6-9)

PHS 110, 111, 108, 109 or PHY 150, 151, 206, 207

BIO 100, 100L, 103; CHM 100 & 110

GLY 115, 115L, 125; SCE 350

Total hrs.: 29

COURSES: SCIENCE EDUCATION (SCE)**SCE 300. Early Experiences for Prospective Science Teachers**

An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Fall. Credit, 1 semester hour.

SCE 301. Practicum for Secondary Science Teachers

Prerequisites: SCE 300 and at least 16 semester hours of science in area of concentration.

Two two-hour laboratories per week, practical experiences in setting up laboratories in the life and physical sciences. The student will be assigned to members of the participating science departments as laboratory assistants. Fall, Spring. Credit, 2 semester hours.

SCE 350. The Teaching of Science in the Middle Grades (6-9)

Prerequisite: Junior Standing

Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the middle grades. Fall, Spring. Credit, 3 semester hours.

SCE 400. Teaching Science in the Secondary School

Prerequisites: SCE 300, 301, and admission to Professional Semester.

Purpose, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Spring. Credit, 3 semester hours.

APPLIED GERONTOLOGY (MINOR)

Coordinator: STEPHEN M. MARSON

The Programs in Biology, Psychology, Recreation, Sociology and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptations. The minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life.

| | <i>Courses</i> | <i>Sem. Hr.</i> |
|---------|--|-----------------|
| BIO 103 | Human Biology | 3 |
| BIO 300 | Medical Vocabulary OR SOC 270 Medical Terminology | 2 |
| PSY 305 | Psychology of Adult Development & Aging | 3 |
| REC 425 | Leisure Activities for Middle and Older Adulthood | 3 |
| SOC 375 | Death, Dying and Chronic Illness | 3 |
| SWK 384 | Social Gerontology | 3 |
| Total | | 17 |

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

PERSONNEL AND ORGANIZATIONAL LEADERSHIP (MINOR)

Coordinators: ED POWERS

MICHAEL STRATIL

The Departments of Psychology, Business Administration, and Political Science offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

COURSES

A. Psychology (9 hours)

| | |
|---------|---------------------------------------|
| PSY 216 | Introduction to Social Psychology |
| PSY 316 | Psychology of Leadership |
| PSY 317 | Psychology of Social Communication |
| PSY 403 | Introduction to Psychological Testing |
| PSY 415 | Human Motivation |

B. Management/Administration (9 hours)

| | |
|---------|---|
| MGT 307 | Principles of Management |
| MGT 308 | Organizational Theory and Behavior |
| MGT 408 | Personnel Management |
| MGT 466 | Business Policy |
| ECN 407 | Economics of Labor |
| PLS 210 | Introduction to Public Administration |
| PLS 319 | Public Policy Analysis |
| PLS 360 | Introductory Internship in Public Administration |

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the

department chairman from Psychology, Business Administration, or Political Science. Since many courses in the minor have prerequisites that can be taken to meet General Education requirements, early planning will be to the student's advantage.

WORLD STUDIES (MINOR)

Coordinator: JOHN CHAY

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of the student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

COURSES (WLS)

Specified Courses (Select two)

WLS 200. World Cultural Geography (GGY 200)

Concept of culture applied to the human environment. Geographical variations and evolution resulting from the interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

WLS 251. Introduction to World Politics (PLS 251)

Prerequisite: PLS 100 or 101.

Analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall, Spring. Credit, 3 semester hours.

WLS 450. Seminar in International and Intercultural Relations

Prerequisite: Approval of the Coordinator, World Studies Minor.

Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by the student and presented to the Seminar and World Studies faculty. Fall, Spring. Credit, 3 semester hours.

Elective Courses (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

| | |
|-------------------------|-------------------------|
| Biology | History |
| Communicative Arts | Political Science |
| Business Administration | Philosophy and Religion |
| and Economics | Sociology, Social Work |
| Geography | and Criminal Justice |

WLS 100, 101, 102, 103. University Convocation Program

This World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Fall, Spring. Credit, 1 semester hour.

GRADUATE PROGRAMS

Procedures and Policies

Organizational Leadership and Management (M.S.)

Education (M.A.Ed.)

School Counseling (M.A.S.C.)

GRADUATE PROGRAMS

Director: KATHRYN SULLIVAN

PROCEDURES AND POLICIES

Pembroke State University's Graduate Programs provide opportunities for advanced study and continuing professional and career development. Graduate courses are offered during the evening hours in the regular semester and summer sessions. Nine graduate majors are available:

- Organizational Leadership and Management
- Educational Administration
- Educational Supervision (Curriculum-Instruction)
- Elementary Education
- English Education
- Mathematics Education
- Middle Grades Education
- Reading Education
- School Counseling

Students completing the program in Organizational Leadership and Management are awarded the Master of Science in Organizational Leadership and Management (M.S.O.L.M.); students completing the programs in Educational Administration, Educational Supervision, Elementary Education, English Education, Mathematics Education, Middle Grades Education, and Reading Education are awarded the Master of Arts in Education (M.A.Ed.); students completing the program in School Counseling are awarded the Master of Arts in School Counseling (M.A.S.C.).

Policies and procedures common to all graduate programs are detailed in the following pages. Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at Pembroke State University.

GRADUATE ADMISSIONS

Pembroke State University welcomes applications from all persons who have earned a baccalaureate degree from a college or university of recognized standing, and whose academic preparation and aptitude predict success in graduate studies. The University's Graduate Office, in conjunction with the program coordinators/directors, individually evaluates all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. All applicants demonstrating that they can profit from and succeed in graduate studies qualify for admission to the University. Qualifying for admission to the University does not guarantee admission to a specific program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to Pembroke State University may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from Pembroke State University.

Students may enter at the beginning of any semester or summer term. A completed application form, a non-refundable \$15.00 application fee, and all supporting documentation should be submitted to the Office of Graduate Studies at least one month prior to the projected enrollment date. Applications packets should be requested from the Office of Graduate Studies.

Admission Requirements (General)

To be considered for admission to a graduate program at Pembroke State University, the applicant must:

- a. submit a completed application and a \$15.00 non-refundable application fee;
- b. submit two copies (one of which must be an official copy) of transcripts from all colleges/universities attended; the transcripts must indicate the date that the baccalaureate degree was awarded;
- c. have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
- d. submit an official report of satisfactory scores on the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE); scores on the NTE Specialty Area exam may be used for the English Education Program;
- e. have three letters of professional recommendation submitted on their behalf. At least one letter should be from a college/university faculty member in the undergraduate major of the applicant; at least one letter should be from the applicant's employer/supervisor.

Additional information such as a personal interview may be required for admission to the programs.

Additional Requirements For Admission (Program Specific)

Applicants to the Organizational Leadership and Management Program and the School Counseling Program must submit handwritten essays detailing their professional experiences and their objectives in pursuing graduate study in the chosen area.

Applicants to programs leading to certification by the NC Department of Public Instruction (all programs except Organizational Leadership and Management) must submit a copy of any current certificates held. Applicants to the Educational Administration, Educational Supervision, Elementary Education, English Education, Mathematics Education, Middle Grades Education, and Reading Education programs are expected to hold or be eligible to hold appropriate "A" level NC certification. Those who do not will not be eligible for a certification recommendation from Pembroke State University.

Deadlines

Applicants are expected to submit the completed application and all supporting documentation at least one month prior to the projected enrollment date. Any student whose application is not complete will be allowed to enroll for a maximum of one semester with enrollment in that semester limited to six hours.

Admission Decisions

Admission decisions on all completed applications will be made by the appropriate program coordinator/director and the Director of Graduate Studies. Degree-seeking students may be granted admission to full-standing; provisional admission, with the satisfaction of the provisions necessary to be granted admission to full-standing; or denied admission to the specified program. Notification of the admission decision will be made by the Director of Graduate Studies. No student is considered admitted until such notification is made.

Enrollment For Additional Graduate Certification

Students who already possess graduate (G) level certification by the North Carolina Department of Public Instruction may enroll in some graduate programs to earn additional graduate certification. Students who wish to exercise this option must apply to the Office of Graduate Studies for an Individualized Education Program (IEP). The IEP specifies the coursework that must be completed and other requirements which must be fulfilled for a recommendation for additional graduate certification to be forwarded to the Department of Public Instruction by Pembroke State University.

Enrollment As A Transient Student

Transient students are students enrolled elsewhere who qualify to study for one semester or summer at Pembroke State University and to transfer credits earned to the institutions at which they are pursuing degrees. To gain admission as a transient student, an applicant must be in good standing at and eligible to return to the parent institution. Written permission from the parent institution to schedule study at Pembroke State University must be on file in the Office of Graduate Studies. Transient students are required to complete an application for admission but are not required to submit transcripts, letters of recommendation, or entrance examination scores.

Enrollment For Enrichment Purposes

Applicants who possess a baccalaureate degree and are not enrolled in degree programs at other institutions who wish to complete courses at Pembroke State University for personal or professional enrichment may qualify for admission as special students. Such applicants must complete an application for admissions and submit transcripts of all previous college/university work. Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the approval of the Director of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Foreign Students

Applicants from non-English speaking nations must provide evidence of proficiency in the English language with their applications for admission to Pembroke State University's Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores, and no Form I-20 will be authorized without them. Each student must submit official proof of financial support and an English translation of all transcripts. It is preferred that all documents be sent to the Graduate Office six months prior to the projected date of enrollment.

Second Master's Degree

Students who already possess a master's degree and wish to enroll at Pembroke State University to earn a second master's degree must apply for admission to the selected program area and upon acceptance, complete all program requirements for that degree including comprehensive examinations. A maximum of six semester hours of coursework applied toward the first degree may be applied toward the second master's degree. The six hours must be approved by the appropriate program coordinator and the Director of Graduate Studies. These hours are subject to the five year time limit applied to all coursework credited toward the master's degree.

Undergraduate Enrollment For Graduate Courses

Provided they are otherwise qualified for admission to graduate study, seniors at Pembroke State University who are within 9 semester hours of graduation may apply to the Director of Graduate Studies for permission to carry up to six semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree.

Seniors who qualify and wish to enroll in a graduate course for undergraduate credit may apply to the Chairperson of their department and the Director of Graduate Studies to do so. However, any graduate course approved for this purpose may not later be applied toward a Master's Degree.

Medical History Forms

All new students, and all re-enrolling students who have been out of Pembroke State University for one year, who plan to take 7 or more credit hours during the semester are required to complete a medical history form before registering for classes. This form may be obtained from the Office of Graduate Studies and should be returned to the University Infirmary. Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

SCHEDULE OF GRADUATE EXPENSES

Note: Fees are subject to change without notice.

Graduate Application Fee: \$15.00

| Expenses Per Semester: Spring or Fall | | |
|---------------------------------------|----------|--------------|
| Semester Hours | In-State | Out-of-State |
| 3 | \$148 | \$1,402 |
| 6 | 239 | 2,121 |
| 9 | 474 | 2,983 |

Students who register for classes after the scheduled registration date has passed must pay a \$10 late fee.

If a student lives on campus, add \$605 for room per semester.

A meal plan (costs) will be provided at a later date. A new contract is being bid.

| Expenses for Each Summer Term | | |
|-------------------------------|----------|--------------|
| Semester Hours | In-State | Out-of-State |
| 3 | \$193 | \$1,460 |
| 6 | 260 | 2,148 |

If a student lives on campus, add \$210 for room each term. A charge of \$20 will be made for each returned check.

STUDENT ACTIVITY FEE

The above charges for students taking 6 or 9 semester hours during regular sessions and for all students during summer sessions include a mandatory fee for activities, such as Student Government and the Chavis University Center.

Students taking 7 hrs. or more (whether graduate, undergraduate, or a combination) will pay the full activity fee.

RESIDENCE STATUS FOR TUITION PAYMENT

It is a long-standing practice of the State to require students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly. Copies of the applicable North Carolina law and institutional regulations which govern such classifications determinations are available in the Office of Admissions for inspection upon request. The student requesting in-state residence is responsible for being familiar with the contents of these two documents. See the Admissions section for more detailed information regarding residency status.

GRADUATE ASSISTANTSHIPS

The University offers a limited number of graduate assistantships. To qualify for an assistantship, a student must be admitted to full-standing in one of the graduate programs. The student must be enrolled on a full time basis (a minimum of 9 semester

hours per semester) and recommended by the Director of Graduate Studies and the coordinator/director of the program into which he/she has been admitted. The value of the stipend is determined by the qualifications of the student and the nature of the work to be assigned.

DEGREE REQUIREMENTS

To receive a master's degree from Pembroke State University students must complete the prescribed program of study and the written comprehensive examinations, and be approved by the Faculty Senate. **It is the responsibility of the student to file an application for graduation with the Pembroke State University's Registrar's Office by the deadline established by that office.** Candidates for the master's degree are expected to be present at commencement exercises in the prescribed dress.

Programs of Study

The program of study prescribed for each program is detailed later in this section of the catalog. Additional coursework may be prescribed for individuals based on their undergraduate records. When such additional coursework is prescribed, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded.

Academic Progress

The academic progress of each graduate student is monitored on a regular basis by the Director of Graduate Studies, the student's advisor, and the appropriate program coordinator/director. A minimum grade point average of 3.0 is required to receive a master's degree. An accumulation of nine semester hours of "C" quality work or a grade of "F" makes a graduate student ineligible to continue graduate studies at Pembroke State University.

Level of Coursework

All coursework applied toward the master's degree must be earned in courses designed for graduate students (numbered 500 and above). No 400-level coursework may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Time Limits

All coursework applied toward the master's degree must have been completed within five years preceding the completion of requirements for the degree.

Comprehensive Examinations

In addition to the regular examinations in courses taken for graduate credit, all candidates for the master's degree must pass written comprehensive examinations.

The comprehensive examination are administered in the fall and spring semesters. Students must have completed, or be enrolled in their final semester of coursework to be eligible to sit for the comprehensive examinations. Students must register for the comprehensive examinations by the date established by the Office of Graduate Studies.

A student who fails any part or parts of the comprehensive examinations must wait at least one semester before retaking the part or parts of the exam failed. Exams may be attempted a maximum of three times.

Information on the specific format of the comprehensive examinations for individual program areas is available from the program coordinator/director.

Thesis

A thesis may be accepted for the Master of Arts in Education degree. Students in some programs who choose to write a thesis are exempt from written comprehensive exams. Three to six semester hours of graduate credit in the student's major may be earned in preparation of the thesis and applied toward the requirements for the master's degree.

Students who wish to complete a thesis will be assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee consisting of the thesis advisor and at least two other graduate faculty members. The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the Office of Graduate Studies.

The original and two copies of the approved thesis and abstract must be on file in the Office of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. Two copies of the thesis must be bound and will be retained by the University. Binding is arranged by the library and the student is charged at cost.

Transfer Credit

A maximum of six hours of relevant graduate credit taken at another accredited institution with graduate level programs may be applied to degree requirements at Pembroke State University with the approval of the appropriate program coordinator and the Director of Graduate Studies. It is the responsibility of the student to apply for approval of transfer credit. No credit accepted for transfer may be earned by correspondence. The transfer credit is subject to the five year time limit applied to all coursework credited toward the master's degree. No transfer credit will be accepted toward degree requirements once the student has matriculated at Pembroke State University unless prior approval for the credit has been received from the appropriate program coordinator and the Director of Graduate Studies.

Certification

Students completing programs leading to graduate (G) level certification by the State of North Carolina must apply for certification to be granted. Applications are available in the Office of Teacher Education. Students adding new areas of certification to their certificates are required to satisfactorily complete the prescribed National Teacher Examination (NTE) specialty area test. Recommendations for certification cannot be forwarded to the Department of Public Instruction until official copies of satisfactory scores on the required specialty area exam on file at Pembroke State University.

Students formally admitted to programs leading to graduate certification are required to complete a Candidate for Professional Certification (CPC) form once each academic year. These forms are distributed in classes and available from the Office of Teacher Education.

ADDITIONAL POLICIES

Advisement

Each student admitted to full-standing in the program is assigned an advisor in the graduate academic major. Members of the graduate faculty serve as graduate advisors. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further advisement. Advisement sessions are scheduled each semester in conjunction with preregistration.

Grading

It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of “A” designates that the graduate student’s performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of “B” designates that the graduate student’s performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of “C” designates that the graduate student’s performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 Cs makes the student ineligible to continue graduate studies at Pembroke State University.

A grade of “F” designates failure of the course. A graduate student who receives an F is ineligible to continue graduate studies at Pembroke State University.

A grade of “I” is issued when the student is unable to complete the course. An I that is not removed within one year becomes an F.

A grade of “T” indicates grade pending and is issued only for thesis research courses until the sequence of courses is completed.

Withdrawal Policy

Cognizant of the fact that at times circumstances change and situations arise that necessitate a student’s withdrawal from a course, graduate students with good cause may apply to withdraw from a course up to two weeks prior to the last official meeting of the class. It is the student’s responsibility to obtain the signature of the course instructor on the withdrawal form. Once signed, the course instructor will forward the form to the appropriate program coordinator who will review the form, sign it, and forward it to the Director of Graduate Studies. Students who do not officially withdraw from a course may not receive a grade of W. A grade of W may be received

only once for a specified course and no more than three Ws may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five year time limit in which all program requirements must be completed.

Due Process For Students

Any student whose entrance to, continuation in, or exit from the Graduate Program is denied based on policies established by the Graduate Council has the right to appeal the denial, except when the student has become academically ineligible by the accumulation of nine semester hours of C quality work. The Director of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial the student wishing to appeal should submit a written request for appeal to the Director of Graduate Studies. The request should contain the reasons(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will not be considered. The appeal will be considered at the next meeting of the Graduate Council. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the Council if he/she desires to do so. The decision of the Graduate Council will be final.

THE GRADUATE PROGRAM IN ORGANIZATIONAL LEADERSHIP AND MANAGEMENT

Director: DANIEL G. BARBEE

This multidisciplinary program offers graduate study leading to the Master of Science degree in Organizational Leadership and Management (MSOLM). This management program provides advanced study opportunities to qualified individuals from business, government, and non-profit organizations. Based solidly in theory and research, the program emphasis is on the practical application of knowledge in management settings. It is designed to meet the career and professional development needs of both business managers and governmental administrators.

For those who are already in administrative and managerial positions, the MSOLM program will refine, update, and improve their career and leadership potential. For others, the MSOLM program offers a solid base of graduate education to use in building a successful career in management. As a multidisciplinary program, Organizational Leadership and Management draws from a variety of disciplines to provide the knowledge and skill base necessary for effective management in business, government and non-profit organizations.

The MSOLM program faculty is a distinguished, experienced group representing various disciplines including computer science, public administration, psychology, business administration, economics, political science, and communicative arts. All members of the program faculty hold the earned doctoral degree and bring to their courses a sound record of experience in business and government, research and consulting. Students in the MSOLM program benefit greatly from exposure to the various disciplinary perspectives offered by the faculty and from the emphasis by the faculty on a blend of theory and practical management and leadership skills.

For information about admission and policies see Graduate Program: Procedures and Policies.

PROGRAM OF STUDY

The MSOLM program consists of three major components: the core courses, the option area courses, and the capstone course. Each part of the program of study is designed to enable students to gain useful managerial knowledge and skills. Furthermore, the program of study is planned to permit the graduate student to select the option area that best meets his/her specific career needs and advancement opportunities.

The program of study consists of an 18 semester hour core curriculum that must be completed by all students; 18 semester hours in an option area (either Business Administration or Public Management) and a 3 hour capstone course (part of the specific option area).

Semester Hours

A. Required Core Courses18

1. OLM 500 Modern Management and Organization

2. OLM 501 Organizational Behavior

3. OLM 503 Economic Analysis for Managers

4. OLM 504 Financial Resource Administration

5. OLM 505 Managerial Research

6. OLM 508 Quantitative Analysis I

Written, comprehensive examinations on the core curriculum are required of all students. Additional information on this requirement is found in the graduate studies section preceding this program description.

B. MSOLM option areas21

The MSOLM program has two option areas designed to provide students with opportunities to specialize and develop knowledge and skills in the management subjects best suited to their individual career aspirations and needs.

The option areas are Business Administration and Public Management. Each area consists of 21 semester hours of coursework, comprised of required courses and guided or approved elective courses, and a capstone course. Students select the option area (Business Administration or Public Management) to meet their needs, but may be permitted to take courses in the other option area for elective credit.

Business Administration Option:

Required (2 of the following 3):6

OLM 506 Human Resource Administration

OLM 540 Operations Management

OLM 510 Organizational Leadership Seminar

Guided/Approved Electives12

Four courses from among the OLM listing in this catalog. Students in either the Business Administration option or the Public Management option may be permitted to complete courses in the other option area for elective credit in their chosen option area upon the approval of the MSOLM Program Director. Additionally, specified graduate courses in other programs at Pembroke State University may be approved for credit toward the completion of the MSOLM degree upon the approval of the MSOLM Program Director.

Capstone course3

OLM 511 Strategic Management

Administrative Research Project (OLM 562)

Students may plan and complete an applied research project in lieu of the capstone course. This project must be approved in advance by a member of the MSOLM faculty who agrees to work with the student as a mentor on the project, and by the MSOLM Program Director. This research project should be seriously considered by students who are contemplating additional graduate work beyond the MSOLM degree or who expect to work in research - intensive professional positions or career areas.

Summary of Business Administration Option

| | | |
|--------------------|-------------------|----|
| Required: | 6 semester hours | |
| Electives: | 12 semester hours | |
| Capstone: | 3 semester hours | |
| Option Area Total: | | 21 |

Public Management Option:

| | |
|--|----|
| Required | 6 |
| OLM 550 American Policy Process | |
| OLM 551 Advanced Public Administration | |
| Guided/Approved Electives | 12 |
| Four courses from among the OLM listings in this catalog. Students in either the Business Administration option or the Public Management option may be permitted to complete courses in the other option area for elective credit in their chosen option area upon the approval of the MSOLM Program Director. Additionally, specified graduate courses in other programs at Pembroke State University may be approved for credit toward completion of the MSOLM degree upon the approval of the MSOLM Program Director. | |
| Capstone course | 3 |
| OLM 559 Seminar in Public Management | |

Administrative Research Project (OLM 562)

Students may plan and complete an applied research project in lieu of the capstone course. This project must be approved in advance by a member of the MSOLM faculty who agrees to work with the student as a mentor on the project, and by the MSOLM Program Director. This research project should be seriously considered by students who are contemplating additional graduate work beyond the MSOLM degree or who expect to work in research - intensive professional positions or career areas.

Summary of Business Administration Option

| | | |
|------------------------|-------------------|----|
| Required: | 6 semester hours | |
| Electives: | 12 semester hours | |
| Capstone: | 3 semester hours | |
| Option Area Total: | | 21 |
| MINIMUM PROGRAM HOURS: | | 39 |

COURSES (OLM)

OLM 500. Modern Management and Organization

This course deals with designing, structuring, and guiding organizations to meet the demands of high performance in changing domestic and global environments. The course covers the evolution of modern organizations and the major theories and design principles associated with effective business and governmental organizations. The course employs relevant research literature, case/scenario analysis, and diagnostic activities.

OLM 501. Organizational Behavior

The course will examine explanations of individual behavior (perceptions, attributions, motivations, attitudes); the nature of human behavior in groups (group dynamics, power, leadership); and organizational structures and processes that affect human behavior (organizational and job design, communication, performance appraisal). Principles of organizational change and development will also be addressed. The course will employ case analyses and directed readings in relevant research literature as well as text materials.

OLM 502. Legal, Policy, and Ethical Issues in Administration

This course analyzes current legal, policy and ethical issues which apply to administrators in both public and private organizations. Emphasis will be given to regulatory policy, statutory and case law in administration, the politics of regulation, along with administrative and legal processes pertaining to implementation and enforcement. An important emphasis will also be given to the ethical implications of the political, policy, and legal issues raised. Topics will include governmental practices, and administrative responsibility.

OLM 503. Economic Analysis for Managers

An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

OLM 504. Financial Resource Administration

Financial processes and structures in organizations. Focuses on financial environment, financial concepts, financial analysis, financial dynamics of expansion and retrenchment, capital structure, capital budgeting, and dividend policy.

OLM 505. Managerial Research

Examination of the basic research designs and methods used to analyze management problems and improve managerial decisionmaking. Includes research design, methods, analysis and review of the professional literature, and the interpretation and application of administrative and management research. Use of library resources, evaluation of management research, and current trends in management research.

OLM 506. Human Resource Administration

Study of how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

OLM 507. Computer Technology in Administration

Study of computer technology in contemporary organizations. Primary emphasis is on developing a conceptual framework for selecting appropriate hardware and software configurations to perform different organizational functions. The limitations and complications associated with computer technology are also covered. Students will complete several individual projects involving direct experience with various categories of application software, including work processing, database management, statistical analysis, spreadsheet analysis, and decision making.

OLM 508. Quantitative Analysis I

Intensive examination of statistical and graphical methods of analyzing quantitative information. Covers frequency distribution, probability, sampling, t-tests, correlation, various graphic forms, methods of avoiding distortions in graphics, and an overview of regression analysis, factor analysis, and analysis of variance. Extensive experience working with administrative data, emphasizing the use of computer technology and software.

OLM 510. Organizational Leadership Seminar

The concepts, principles, theories, and practices of organizational leadership will be examined. A combined emphasis is placed on the effectiveness of an organization and on the professional development of organizational leaders. The lectures and class discussions will be enhanced by various readings including biographies, “live” case studies, and research reports.

OLM 511. Strategic Planning

This course is a study of strategic management as a function of leadership. The three primary components of strategic management, which are strategic planning, strategy formulation, and strategy implementation, are analyzed. A case-study approach is used to examine applications in for-profit, non-profit, and public organizations.

OLM 512. Decision-Making for Leaders

This course considers the theory and practice of decision-making in administrative and managerial settings. The emphasis is on the development of diagnostic, analytic, and choice skills that can be employed to improve decision-making at the individual, group, organizational and interorganizational levels. Leading models and approaches to decision-making behavior and its application and consequences in administration are covered. Scenario and case analyses from research literature will be used with lectures and class activities.

OLM 530. Organizational Communication

Theory and practice of oral and written communication within organizations, from employee-employer interpersonal communication, interview communication, serial (information dissemination) communication, small group communication, and formal and informal presentations within the organization. All students are expected to fully participate in all written and oral activities and presentations.

OLM 531. Accounting for Managers

The development and use of accounting information by managers. Includes financial and managerial concepts relevant to public and private sectors.

OLM 532. Quantitative Analysis II

Study of modeling and other analytical methods to address problems and needs of administrative organizations. Describes the uses and limitations of quantitative models as well as criteria for planning and decision-making, simulation, systems analysis, forecasting, analytical programming, and scheduling.

OLM 533. Leadership and Change

This course addresses the phenomenon of change, how it affects organizations, and the role of leaders in shaping the future of the organization by guiding change. The course covers types of change, the tools available to leaders for guiding both planned and unplanned change, and the effects, and consequences of change.

OLM 534. Leadership/Managerial Internship

Prerequisite: Consent of Program Director.

This course will involve the student in a seminar and planned field experience of professional development in an appropriate organizational setting. It will be supervised by a designated member of the faculty and an official representing the cooperating host organization. The scheduled seminar sessions will address a variety of issues designed to enable the student intern to gain knowledge and useful experience from the internship. The intern will apply the knowledge and skilled gained from coursework to analyze administrative settings, issues, and problems, and generally to function effectively in an organizational setting. Appropriate readings and a structured written analytical report are required in addition to scheduled seminar sessions.

OLM 535. Small Business Management

Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance accounting, marketing, and operations as they apply to owning and operating a small business. Prerequisites: OLM 500, OLM 504.

OLM 540. Operations Management

Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

OLM 550. American Policy Process

Survey of American policy processes, including institutional responses to policy demands, agenda setting, implementation, and outcomes. Approaches to analyzing both processes and outcomes will be discussed. Students will be expected to engage in analysis of policy problems.

OLM 551. Advanced Public Administration

Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it.

OLM 552. Public Finance

Focus on the fiscal aspects of public sector administration including: analysis of the sources of revenue for public programs; review of budgeting processes and important budget functions (e.g., cost-benefit analysis, capital budgeting and debt administration); examination of the strategies and tactics used by various governmental actors in their efforts to maximize agency policy objectives.

OLM 559. Seminar in Public Management

This course is designed to provide focused work on a selected public management policy or program. Students, as directed by the professor, will study and report on the analytic, substantive, policy, and managerial dimensions of a policy issue or problem in public management. This seminar is intended to facilitate the application of concepts from the other courses in the Public Management option area. Prerequisites: OLM Core Courses and OLM 550 and 551.

OLM 560. Independent Study

Independent study in an area of administration and management relevant to the student's needs and interests. Supervised by an MSAS Program faculty member. Regular advisory and tutorial activities. Consent of the Program Director is required.

OLM 562. Administrative Research Project

The Administrative Research Project is a directed, supervised research activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from coursework.

OLM 563. Special Topics

The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MSOLM Program, and requires significant student activity. The content of the special topics course varies with each offering. Consent of Program Director required.

OLM 564. Special Topics

The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MSOLM Program, and requires significant activity. The content of the special topics course varies with each offering. Consent of Program Director required.

MASTER OF ARTS IN EDUCATION

Director: KATHRYN SULLIVAN

Pembroke State University offers a program of graduate studies leading to the Master of Arts in Education degree and graduate-level certification in Educational Administration, Educational Supervision, Elementary Education, English Education, Mathematics Education, Middle Grades Education, and Reading Education. The graduate education program was established in response to the needs of public school educators in this region of the state. The graduate program is planned as an outgrowth of strong undergraduate programs in teacher education. The programs are fully accredited by the National Council for Accreditation of Teacher Education, the North Carolina State Department of Public Instruction, and the Southern Association of College and Schools.

PROGRAMS OF STUDY
EDUCATIONAL ADMINISTRATION
Coordinator: CARL FISHER

| | Sem. Hrs. |
|--|-----------|
| A. Required Core | 18 |
| 1. EDN 500 - Educational Leadership | |
| 2. EDN 501 - Principles of Supervision | |
| 3. EDN 502 - Legal Structures in Education | |
| 4. EDN 506 - Internship and Seminar in Administration | |
| 5. EDN 516 - Curriculum Development | |
| 6. EDN 566 - Educational Research | |
| B. Guided Elective from Educational Psychology or Psychology | 03 |
| 1. EDN 550 - Advanced Educational Psychology | |
| 2. PSY 530 - Psychology or Group Dynamics | |
| 3. PSY 525 - Advanced Study of Human Growth and Development | |
| C. Guided Electives from Business Administrative, Economics, Geography, History, Political Science, Psychology, Sociology, Computer Science* | 06 |
| 1. ECN 551 - Economics Policies | |
| 2. GGY 503 - Descriptive Regional Analysis | |
| 3. PLS 535 - Advanced Public Administration | |
| 4. PLS 540 - Systems of State and Local Government | |
| 5. PLS 545 - American Political Process | |
| 6. *CSC 505 - Current Topics in Computers in Education (Required) | |
| D. Guided Electives in Subject Matter or Professional Education | 0-6 |
| 1. EDN 503 - School Finance | |
| 2. BUS 408 - Personnel Management | |
| 3. EDN 505 - School Facilities | |
| 4. EDN 565 - History and Philosophy of Education | |
| E. Thesis | 0-6 |
| F. Independent Study | 0-3 |
| TOTAL (Minimum) | 33 |

EDUCATIONAL SUPERVISION

Coordinator: CARL FISHER

| | Sem. Hrs. |
|--|-----------|
| A. Required Core | 18 |
| 1. EDN 500 - Educational Leadership | |
| 2. EDN 501 - Principles of Supervision | |
| 3. EDN 502 - Legal Structures in Education | |
| 4. EDN 507 - Internship and Seminar in Supervision | |
| 5. EDN 516 - Curriculum Development | |
| 6. EDN 566 - Educational Research | |
| B. Guided Electives in Educational Psychology and Psychology | 03 |
| 1. EDN 550 - Advanced Educational Psychology | |
| 2. PSY 530 - Psychology of Group Dynamics | |
| 3. PSY 525 - Advanced Study of Human Growth and Development | |
| C. Other Required Courses | 06 |
| 1. EDN 565 - History and Philosophy of Education | |
| 2. CSC 505 - Current Topics in Computers in Education | |
| D. Guided Electives in Academic Specialization | 09 |
| E. Thesis | 06 |
| F. Independent Study | 03 |
| TOTAL (Minimum) | 36 |

ELEMENTARY EDUCATION

Coordinator: WANDA S. DICKSON

| | Sem. Hrs. |
|---|------------|
| A. Required Core | 12 |
| 1. EDN 519 - Language Development and Reading in the Elementary School | |
| 2. EDN 541 - Curriculum and Foundations in Elementary Education | |
| 3. EDN 553 - The Child as a Learner | |
| 4. EDN 566 - Educational Research | |
| B. Required Courses Emphasizing Elementary Education | 9 |
| 1. EDN 517 - Mathematics in the Elementary School | |
| 2. EDN 520 - Science in the Elementary School | |
| 3. EDN 521 - Social Studies in the Elementary School | |
| C. Guided Electives | 6 |
| Students are required to complete two courses taught in academic disciplines other than education. With the approval of their advisors, students may choose the courses from appropriate 500-level courses in American Indian Studies, Art, Biology, Communicative Arts, Computer Science, Economics, Geography, Geology, History, Mathematics, Music, Philosophy, Physical Education, Physical Science, Political Science, Psychology, Religion, or Sociology. | |
| D. Elective | 3 |
| E. Thesis | 0-6 |
| F. Independent Study | <u>0-3</u> |
| Total Hours (Minimum) | 30 |

ENGLISH EDUCATION
Coordinator: RUDY WILLIAMS

English Education: The Teaching of Literacy and Literature

To enhance the English educator’s understanding and knowledge of English language, writing, and literature, the graduate program in English Education, housed in the Department of Communicative Arts, seeks to encompass the entire continuum of literacy and literature. Broader than the traditional Master’s program in English, the Pembroke State program is multidisciplinary and aims at helping in-service teachers prepare both the linguistically talented for higher education and the linguistically limited for the world of work. Additionally, many courses in the program will be of interest to teachers in related fields and to individuals with particular interests or needs.

The M.A. Ed. program requires 33 semester hours of course work divided among the areas listed below. Students may elect to write a thesis in lieu of 6 hours of course work (allocation of said credit to be determined by the English Graduate Committee). All students are required to take a written comprehensive examination on the core courses at the end of their program. Students enrolling in the program should meet with the program coordinator prior to beginning course work.

| | Sem. Hrs. |
|--|-----------|
| A. Core Courses (15 hours required) | 15 |
| 1. EED 500 - Foundations of Literacy and Literature Education | |
| 2. EED 551 - The Teaching of Writing | |
| 3. EED 552 - The Teaching of Literature | |
| 4. EDN 550 - Advanced Educational Psychology | |
| 5. EDN 566 - Educational Research | |
| B. Literacy Emphasis (6 hours required; up to 9 hours accepted) | 6-9 |
| 1. CMA 575 - Film Literacy | |
| 2. ENG 520 - Issues in Contemporary American English | |
| 3. BRD 521 - Mass Media in the Secondary School | |
| 4. JRN 522 - Journalism in the Secondary School | |
| 5. ENG 523, 524, 525, 526 - Special topics in Literacy | |
| 6. EED 542 - Teaching English as a Second Language | |
| 7. EED 543 - Teaching Speech Communication and Drama | |
| 8. ENG 544 - Process Writing: Theory | |
| 9. EDN 532 - Teaching Reading to Diverse Learners | |
| C. Literature Emphasis (9 hours required**; up to 12 hours accepted) | 9-12 |
| 1. ENG 514, 515, 516, 517 - Special Topics Seminar | |
| 2. ENG 537, 538, 539, 540 - Figures Seminar | |
| 3. ENG 562, 563, 564, 565 - Epochs Seminar | |
| 4. ENG 566, 567, 568, 569 - Genre Seminar | |
| D. Cognate Electives (0 hours required; up to 3 hours accepted *) | 0-3 |
| 1. ENG 545 - Process Writing: Practicum | |
| 2. EDN 529 - Problems in Investigation of Reading Instruction | |
| 3. EDN 530 - Reading in the Content Areas | |
| 4. EDN 565 - History and Philosophy of Education | |
| 5. SOC 545 - Cultural Differences and Education | |
| 6. Thesis - 6 hours* | |
| Program Total: | 33 |

*Students electing to write a thesis on a literary topic will satisfy three hours of the literature requirement through the thesis. The other three thesis hours will apply to section IV. Cognate Electives.

MATHEMATICS EDUCATION

Coordinator: GILBERT SAMPSON

Mathematics Education

| | Sem. Hrs. |
|---|-------------|
| I. Mathematics and Computer Science; Required | 21 |
| A. Analysis; Required | 6 Sem. Hrs. |
| 1. MAT 521 - Basic Ideas of Analysis I (Alternate yrs.) | |
| 2. MAT 522 - Basic Ideas of Analysis II (Alternate yrs.) | |
| 3. MAT 523 - Real Analysis | |
| 4. MAT 532 - Advanced Calculus for the Mathematics Teacher | |
| 5. MAT 544 - Complex Analysis for the Mathematics Teacher | |
| B. Algebra and Number Theory; Required | 3 Sem. Hrs. |
| 1. MAT 512 - Geometric Linear Algebra | |
| 2. MAT 515 - Topics in Number Theory | |
| 3. MAT 526 - Special Topics in Abstract Algebra | |
| C. Geometry and Topology; Required | 3 Sem. Hrs. |
| 1. MAT 510 - Point Set Topology (Alternate yrs.) | |
| 2. MAT 511 - Advanced Topics in Geometry (Alternate yrs.) | |
| D. Applied Mathematics; Required | 3 Sem. Hrs. |
| 1. MAT 503 - Elements of Problem Solving (Required) | |
| 2. MAT 506 - Probability and Statistics for Mathematics Teachers | |
| 3. MAT 507 - Discrete Mathematics for the Mathematics Teacher | |
| E. Mathematics Electives | 6 Sem. Hrs. |
| II. Mathematics Education; Required | 9 |
| A. MAT 500 - Curriculum Development and Evaluation in Math Ed. (Required) | |
| B. MAT 501 - Theoretical Bases of Mathematics Instruction | |
| C. MAT 502 - History of Mathematics | |
| D. CSC 505 - Current Topics in Computers in Education (Required) | |
| III. Professional Education; Required | 6 |
| A. EDN 550 - Advanced Educational Psychology | |
| B. EDN 565 - History and Philosophy of Education | |
| C. EDN 566 - Educational Research (Required) | |
| IV. Thesis (Optional) | 0-3 |
| TOTAL (Minimum) | 36 |

Credit for MAT 521 and MAT 522 is not counted unless both are taken.

If MAT 521 and MAT 522 are taken, then 9 semester hours of Analysis is required.

Mathematics Education - Computer Science Concentration

| | Sem. Hrs. |
|--|-----------|
| A. Mathematics and Computer Science; Required | 21 |
| 1. Analysis; Required | 3 |
| a. MAT 523 - Real Analysis | |
| b. MAT 532 - Advanced Calculus for the Mathematics Teacher | |
| c. MAT 544 - Complex Analysis for the Mathematics Teacher | |
| 2. Algebra and Number Theory; Required | 3 |
| a. MAT 512 - Advanced Topics in Linear Algebra | |
| b. MAT 516 - Topics in Number Theory | |
| c. MAT 526 - Special Topics in Abstract Algebra | |
| 3. Applied Mathematics and Computer Science; Required | 15 |
| Note: CSC 202 will provide candidates with a background in two (2) computer languages. No graduate credit will be given for CSC 202. | |
| a. MAT 507 - Discrete Mathematics for the Mathematics Teacher (Required) | |
| b. CSC 508 - Computer Graphics for the Mathematics Teacher (Required) | |
| c. CSC 509 - Programming and Algorithms for the Mathematics Teacher, I (Required) | |
| d. CSC 510 - Programming and Algorithms for the Mathematics Teacher, II (Required) | |
| e. MAT 503 - Elements of Problem Solving | |
| f. MAT 506 - Statistics and Probability for the Mathematics Teacher | |
| B. Mathematics Education; Required | 9 |
| 1. MAT 500 - Curriculum Development and Evaluation in Math Ed. (Required) | |
| 2. MAT 501 - Theoretical Bases of Mathematics Instruction | |
| 3. CSC 505 - Current Topics in Computers in Education | |
| 4. CSC 511 - Computer Hardware in an Educational Setting | |
| C. Professional Education; Required | 6 |
| 1. EDN 550 - Advanced Educational Psychology | |
| 2. EDN 565 - History and Philosophy of Education | |
| 3. EDN 566 - Educational Research (Required) | |
| d. Thesis (Optional) | 0-3 |
| TOTAL (Minimum) | 36 |
| For course descriptions, see below. | |

MIDDLE GRADES EDUCATION (6-9)*Coordinator: RHODA COLLINS*

| | Sem. Hrs. |
|---|-----------|
| A. Required Core Courses | 9 |
| 1. EDN 526 - Curriculum and Foundations in Middle Grades Education | |
| 2. EDN 552 - Psychology of the Emerging Adolescent (6-9) | |
| 3. EDN 566 - Educational Research | |
| 4. - Courses designated for subject matter concentrations | |
| B. Guided Electives from the Subject Matter Areas of Language Arts, Mathematics, Science, and Social Studies | 24 |
| Students must complete two twelve-semester hour subject matter concentrations. The areas chosen should represent an extension of undergraduate work. If new areas are chosen, comprehensive examinations will be taken on the courses designated for those areas. | |
| 1. Language Arts | 12 |
| Four courses as follows: | |
| A. Required courses: EED 551 and EED 552 | |
| B. Two courses selected from the following: | |
| BRD 521, EED 543, EDN 530, EDN 532, ENG 575, BRD 521, | |
| ENG 514-517, ENG 537-540, ENG 562-565, ENG 566-569 | |
| 2. Science..... | 12 |
| Four courses as follows: | |
| A. Required course: SCE 550 | |
| B. Physical Sciences (select at least one) | |
| 1. PHS 520 | |
| 2. PHS 548 | |
| 3. GLY 501 | |
| C. Life Sciences (select at least one) | |
| 1. BIO 510 | |
| 2. BIO 512 | |
| 3. BIO 520 | |
| 3. Social Studies | 12 |
| Four courses as follows: | |
| A. GGY 503 | |
| B. HST 510 | |
| C. PLS 540 | |
| D. SOC 545 | |
| E. Other 500-level options (may be taken for up to two courses of the four that are required): ECN 551, HST 540, HST 540 PLS 545, SOC 560 | |
| 4. Mathematics..... | 12 |
| Four courses as follows: | |
| A. Required courses: MAT 500 and MAT 503 | |
| B. Two courses selected from: MAT 501, MAT 502, MAT 505, MAT 506, MAT 521, CSC 505 | |
| C. Thesis | 0-6 |
| D. Independent Study | 0-3 |
| Total Hours (Minimum) | 33 |

ELEMENTARY EDUCATION (READING EDUCATION)

Coordinator: DONALD LITTLE

| | | |
|----|---|--------|
| A. | Required Core | 15 |
| | 1. EDN 516 - Curriculum Development | |
| | 2. EDN 519 - Language Development and Reading in the Elementary School | |
| | 3. EDN 534 - Diagnosis and Correction of Reading Difficulties | |
| | 4. EDN 550 - Advanced Educational Psychology | |
| | 5. EDN 556 - Educational Research | |
| B. | Guided Course Work Emphasizing Reading Education | 15-21* |
| | The specific number of semester hours and areas of study required of the student will be determined on the basis of the student's prior background in Reading Education at the time of entry into the Program. Courses will be selected from the following (*May include thesis): | |
| | 1. EDN 527 - Practicum in Reading Instruction | |
| | 2. EDN 528 - Planning the School's Reading Program | |
| | 3. EDN 529 - Problems in the Investigation of Reading Instruction | |
| | 4. EDN 530 - Reading in the Content-Areas | |
| | 5. EDN 531 - Principles of Testing and Measurement in Reading | |
| | 6. EDN 532 - Reading for Diverse Learners | |
| | 7. EDN 533 - Leadership for Classroom Reading Instruction | |
| | 8. EDN 535 - Psychology of Reading | |
| | 9. EDN 536 - Foundations of Reading Instruction, I | |
| | 10. EDN 537 - Foundations of Reading Instruction, II | |
| | 11. EDN 538 - Advanced Diagnosis of Reading Difficulties | |
| | 12. EDN 539 - Reading Clinic | |
| | 13. EDN 540 - Preparation and Selection of Materials for Teaching Reading | |
| C. | Guided Electives from Appropriate 500 Level Courses in Reading Education | 0-6 |
| D. | Thesis | 0-6 |
| E. | Independent Study | 0-3 |
| | TOTAL (Minimum) | 30 |

COURSE DESCRIPTIONS (M.A.Ed.)

1. EDUCATION DEPARTMENT (EDN)

A. Curriculum and Instruction

EDN 512. Advanced Study of Exceptionality in Children

An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored.

EDN 513. Individualized Program Development for Exceptional Students

The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

EDN 514. Management of Exceptional Students in the General Classroom

This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials, and resources used in the education of mainstreamed students. Emphasis is on disabled, educable mentally handicapped, and emotionally handicapped students.

EDN 516. Curriculum Development (K-12)

Principles, techniques, trends, and innovations which have emerged in the field of curriculum construction and revision. Implications of basic social, philosophical, and psychological factors in curriculum planning and organization; historical background; techniques of curriculum planning and development. The student will acquire competency in the employment of techniques and practices to improve instruction, such as core curriculum, cultural epochs, correlation of subject matter, and unit construction.

EDN 517. Mathematics in the Elementary School

Advanced study of mathematics content, processes, and developmentally appropriate methodology for teaching mathematics in the elementary school. Study will include review of research on how children learn mathematics as well as a review of research of mathematics methodology for elementary children. Spring, Summer. Credit, 3 semester hours.

EDN 519. Language Development and Reading in the Elementary School (K-6)

Development of a dynamic language arts program tied into the total background and school experience of the child. The program will include the total language arts program in its various interrelationships. Included are the interactions of children of all ages, the child's search for appropriate linguistic construction, and writing and reading developed through growing perceptual skills and tied to the developing vocabularies of individual children. Listening, speaking, discussing, spelling, writing, and reading through choice and involvement.

EDN 520. Science in the Elementary School (K-6)

A combination of subject matter, materials, and methods for teaching science in the elementary school.

EDN 521. Social Studies in the Elementary School

An overview of the total program in social studies education for children in early childhood and intermediate age groups. Emphasis given to content, materials, and methods of teaching the social studies.

EDN 526. Foundations and Curriculum in Middle Grades.

Advanced study of foundations and curriculum in the middle grades utilizing research-based sources. Implications of historical, philosophical, social, psychological, physical and intellectual factors in curriculum planning. Focus on current trends, issues, innovations, and models. Emphasis on improvement of middle grades instruction through practical classroom application of theory and research.

EDN 527. Practicum in Reading Instruction

Designed for the graduate student with previous teaching experience who is interested in pursuing research in the area of reading.

EDN 528. Planning the School's Reading Program

A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program.

EDN 529. Problems in the Investigation of Reading Instruction

Investigations are made of the literature and research dealing with the teaching of reading in the elementary and secondary classrooms. The course includes a critical examination of the scientific studies, the nature of the reading act, and factors that facilitate effective reading instruction.

EDN 530. Reading in the Content-Areas

This course is designed to provide teachers with knowledge of established and innovative practices of teaching in a variety of content-areas, such as mathematics, social studies, and health.

EDN 531. Principles of Testing and Measurement in Reading

Prerequisite: 9 semester hours of previous course work in reading.

This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education.

EDN 532. Teaching Reading to Diverse Learners

This course will explore a variety of theories and techniques for teaching reading to diverse learners, such as preschoolers, adults, culturally disadvantaged, bilingual, and exceptional students.

EDN 533. Leadership for Classroom Reading Instruction

Prerequisites: EDN 528, EDN 530, and 6 semester hours of additional graduate level course work in reading.

This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers.

EDN 534. Diagnosis and Correction of Reading Difficulties

This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods.

EDN 535. Psychology of Reading

A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading.

EDN 536. Foundations of Reading Instruction I

Restriction: May be taken only by those students without any background or current "A" level certification in reading, or permission of the instructor.

This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained.

EDN 537. Foundations of Reading Instruction II

Restriction: May be taken only by those students where seven years have elapsed since their last reading course or those students with an invalid "A" certificate in reading, or permission of the instructor.

This course is designed to update the student's background in the teaching of reading. Emphasis will be placed upon familiarizing the student with recent changes in materials, methods, and skills related to reading instruction. The course will also serve as a review and extension of previous course work in reading for those students whose background is weak.

EDN 538. Advanced Diagnosis of Reading Difficulties

Prerequisite: EDN 534 or the equivalent.

This course is designed to provide the reading teacher with advanced study in the determination and evaluation of reading difficulties. Students will be expected to complete, under supervision, in-depth case studies of children with suspected reading difficulties.

EDN 539. Reading Clinic

Prerequisite: EDN 538, or may be taken concurrently with EDN 538.

This course is designed to provide the reading teacher with practical experiences remediating students' reading difficulties. The reading teacher will work one-on-one and with small groups of children in a supervised laboratory setting.

EDN 540. Preparation and Selection of Materials for Teaching Reading

Prerequisites: 15 semester hours of graduate level course work in reading; recommendation of graduate advisor; and consent of instructor.

This advanced level course is designed to enable the reading teacher to evaluate and select materials in terms of specific instructional situations and needs. Additional emphasis will be given to the processes of design, development, and preparation of instructional materials for specific reading instructional needs.

EDN 541. Curriculum and Foundations in Elementary Education

A study of curriculum and foundations including purposes, content, principles, learner, techniques, trends, and innovations in Elementary Education.

B. Educational Administration and Supervision**EDN 500. Educational Leadership**

Required of candidates for the Master of Arts in Education degree who are preparing for certification as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intraschool and interschool coordination.

EDN 501. Principles of Supervision

Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

EDN 502. Legal Structures in Education

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics.

EDN 503. School Finance

Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state and local support of education formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

EDN 505. School Facilities

Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

EDN 506, 507. Internship and Seminar in Administration and/or Supervision

The internship is a significant part of the Master's program in Administration and Supervision, involving experiences under the supervision of a selected professional practitioner chosen for the internship. The internship is coordinated by a University faculty member. Plans for the internship must be made in advance with the faculty advisor, after appropriate course work, and in terms of available practicum opportunities in instructive and administrative aspects of an individual school and/or school system and approved by the Office of the Graduate Program.

C. Educational Psychology

EDN 550. Advanced Educational Psychology

Prerequisites: Introduction to Educational Psychology and the Psychology of Early Childhood, or Adolescence.

A course designed especially for teachers, supervisors, and administrators reviewing modern principles of educational psychology, with particular attention to theories of learning, individual differences, assessment of behavior, personal and social adjustment, and their application to problems of school learning at any level of responsibility.

EDN 552. Psychology of the Emerging Adolescent (6-9)

An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerging adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

EDN 553. The Child as a Learner

A foundational course in further studying child growth and development as it relates to the teaching-learning situation.

D. Foundations and Research

EDN 560. Sociological Foundations of Education

Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

EDN 565. History and Philosophy of Education

Traces the history of educational thought and practice in the western world from ancient times to the present. Included are analysis and interpretation of important elements of modern education derived from leading philosophies throughout history.

EDN 566. Educational Research

Required to all candidates for the Master of Arts in Education degree. Emphasis is given to research design and methods in education, the reading of statistical terminology in professional literature, and the interpretation and application of educational research. Use of library resources, evaluation of educational research, and an introduction to elementary statistics are included.

EDN 599. Independent Study

An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

EDN 600. Thesis in Education

Prerequisites: Completion of 21 semester hours of graduate work; EDN 566; permission of the student's major advisor; and permission of the Director of Graduate Studies. The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory [Pass (P)], Unsatisfactory [Fail (F)] basis. Credit, 3-6 semester hours.

II. COMMUNICATIVE ARTS DEPARTMENT

The courses in the Master of Arts in English Education in the Teaching of Literacy and Literature are grouped into four areas. See above for program requirements.

EED CORE COURSES (also in the core are EDN 550 and EDN 566)

EED 500. Foundations of Literacy and Literature Education

Historical foundations for the development of education in English in western cultures; philosophy of secondary education and its relationship to English and communication programs; interpretation of teaching strategies as they relate to English education; recent trends in the theory and practice of literacy and literature education, particularly as these relate to curriculum design.

EED 551. The Teaching of Writing

Composition theory; generating effective writing; multiple modes of evaluating writing from remedial, average, and gifted students; successful pedagogical models; relevant learning theory; projects involving field experience.

EED 552. The Teaching of Literature

Topics, trends and techniques; theory and criticism in teaching; trends in adolescent literature, state-adopted texts; testing and evaluation techniques; relevant learning theory; projects involving field experience.

LITERACY EMPHASIS**ENG 523, 524, 525, 526. Special Topics in Literacy**

Prerequisite: EED 500 recommended. Study of selected topics in literacy. Course content will vary from term to term. Possible topics include (1) Significant Contemporary Thinkers on Literacy: Freire, Kozol, and Ong; (2) Adult Literacy: Problems and Possibilities; (3) Family Literacy. Upon request.

ENG 544. Process Writing: Theory

Prerequisites: (1) Acceptance into North Carolina Writing Project at Pembroke State University, (2) To be taken simultaneously with EED 545.

Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, discourse analysis, and rhetoric; and to research related to process writing, grading, and evaluation. Summer Only.

ENG 575. Film Literacy

A course in film analysis. Emphasizes the teaching of film and includes the elements of film study, a brief survey of film history, and an examination of significant directors, themes, or types of film.

BRD 521. Mass Media in the Secondary School

Exploration of the function and uses of mass media in the secondary school classroom. Emphasis will be placed on relationships between media use and literacy; use of media as an instructional tool; and effect of media use on the student.

JRN 522. Print Journalism in the Secondary School

The course introduces teachers to the use of print media in teaching reading and composition, and will emphasize teaching news, feature, and editorial writing.

EED 543. Teaching Speech Communication and Drama

Study of characteristic forms of speech communication and drama as classroom and extracurricular activities; techniques of teaching and evaluating verbal and non-verbal performance.

LITERATURE EMPHASIS**ENG 514, 515, 516, 517. Literature: Special Topics**

A seminar approach to the study of a particular literary topic; special emphases such as dynamic changes in literature of specific minorities or cultures, or literature in its relationship to another medium or discipline; extended seminar papers examining individual themes, writers, or works. Course content will vary from term to term. Possible topics include Southern Literature, American Indian Literature, Black Literature, Journalism and the New Journalism, and Literature in Film Adaptation.

ENG 537, 538, 539, 540. Literature: Figures Seminar

A seminar approach to the study of one major literary figure (or perhaps a few major figures); extended seminar papers exploring particular works, themes, characteristics, or problems. Course content will vary from term to term. Possible topics include Chaucer, Faulkner, Mann, Pope & Swift, Milton, and Emerson & Thoreau.

ENG 562, 563, 564, 565. Literature: Epochs Seminar

A seminar approach to the study of a significant period of American, British, or world literature; seminar papers appraising characteristics of the epoch or an individual's shaping influences on the epoch. Course content will vary from term to term. Possible topics include The Romantic Rebellion, Literature of the English Renaissance, American Transcendentalism, and Eighteenth Century Studies.

ENG 566, 567, 568, 569. Literature: Genre Seminar

A seminar approach to the study of a particular literary type seen in its genesis, maturation, and subsequent influence; seminar papers exploring the contributions of a specific figure or major work to the development of the genre. Course content will vary from term to term. Possible topics include Development of the American Short Story, The Victorian Novel, Studies in Modern World Drama, The Epic, and Biography.

COGNATE ELECTIVES (for others see program description)**ENG 545. Process Writing: Practicum**

Prerequisites: (1) acceptance into the North Carolina Writing Project at Pembroke State University (2) To be taken simultaneously with EED 544.

Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and sentence-combining and to practice, including those of T.D. Allen, that have proven effective in Southeastern North Carolina. Summer only.

ENG 546, 547. Process Writing: Directed Studies

Prerequisites: CMA 544 and CMA 545

Advanced studies in theoretical bases and applications of process writing, especially those identified with the National Writing Project and the North Carolina Writing Project. Individual projects and/or field experiences will be included. Summer Credit, 3 semester hours.

III. Mathematics and Computer Science Department (MAT)**MAT 500. Curriculum Development and Evaluation in Mathematics Education**

A critical study of current issues, trends, and the design and evaluation of curriculum in mathematics education. Students will develop, use, and evaluate a teaching unit as a major part of the work in this course. Required of all master's candidates in mathematics education.

MAT 501. Theoretical Bases of Mathematics Instruction

An advanced study of the theoretical bases of mathematical instruction, including philosophical and psychological concerns. Instructional theories from the field of mathematics education will be examined, together with the research that supports these theories.

MAT 502. History of Mathematics

A historical development of selected topics in mathematics from ancient to modern times. Systems of numeration, geometrical notions, and the development of algebra and analysis with motivational and pedagogical relevance will be given emphasis.

MAT 503. Elements of Problem Solving

This course strengthens the student's mathematical problem-solving ability by extensive work with non-routine problems that can be solved by elementary methods. General strategies for creative problem-solving will be emphasized. Meaningful ways of dealing with such problems in the secondary school classroom will constitute a significant part of the course. Required of all masters candidates in mathematics education.

MAT 505. Elements of Mathematics for the Middle Grades Teacher

The content of this course is intended to provide teachers at the middle school level with the mathematics they need in order to be effective in the classroom. Topics include sets, metric geometry, and introductory algebra. These topics will be handled from a problem-solving point of view.

MAT 506. Statistics and Probability for the Secondary Mathematics Teacher

The emphasis of this course will be on understanding various statistical concepts and techniques including measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The fundamentals of probability that will be discussed include univariate and multivariate distributions, expectation, conditional distributions, and the law of large numbers.

MAT 507. Discrete Mathematics for the Math Teacher

This course will stress applications of Discrete Mathematics and such discrete techniques as are now, or should be, found at the secondary level. Mathematical modeling will be an underlying concept of the course.

MAT 510. Point Set Topology

Elements of point set topology, separation properties, compactness, connectedness, functions, Tietze extension theorem, fundamental group, and covering spaces.

MAT 511. Advanced Topics in Geometry

Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical geometry. Content variable, but chosen to minimize duplication with recent and current MAT 411 classes.

MAT 512. Advanced Topics in Linear Algebra

2- and 3-dimensional linear algebra over the numbers; geometric interpretations; and topics chosen to improve secondary teachers' breadth in and knowledge of Linear Algebra.

MAT 515. Topics in Number Theory

Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical number theory. Content variable, but chosen to minimize duplication with recent and current MAT 415 classes.

MAT 521. Basic Ideas of Analysis I

A brief survey of the principal ideas and techniques of Calculus. Intended as a refresher course for high school teachers who feel the need for an understanding of Calculus in order to prepare their students for college work.

MAT 522. Basic Ideas of Analysis II

A continuation of MAT 521. This course continues developing the principal ideas and techniques of Calculus. Topics considered in 521 and 522 will generally coincide with topics covered in a three-semester Calculus sequence. (Any student taking MAT 521, and MAT 522, will be required to take three additional semester hours of Analysis.)

MAT 523. Real Analysis

Real number system; open and closed sets, covering properties, Borel sets. Measurable sets and measurable functions. Lebesgue measure and integration, LP spaces.

MAT 526. Special Topics in Abstract Algebra

Selected topics from group, ring, and field theory that have implications to the secondary curriculum will be chosen for study.

MAT 532. Advanced Calculus for the Mathematics Teacher

A general overview of the topics generally found in Advanced calculus I and II. Topics include convergence, mean value theorems, cauchy criterion, integrability, multivariable functions, and the representations of functions by series and integrals.

MAT 544. Complex Analysis for the Mathematics Teacher

The complex numbers, analytic functions, conformal mapping, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, residues, analytic continuation. Liouville's theorem.

CSC 505. Current Topics in Computers in Education

Prerequisite: Consent of the instructor.

Use of computers in Education. Discussion, use, and evaluation of computer software and hardware for the classroom. Applications to curriculum development. The course will include a required lab.

CSC 508. Computer Graphics for the Mathematics Teacher

This course introduces graphics appropriate to classroom settings at the pre-college level. Graphics that will be dealt with include various algebraic, geometric, and trigonometric relations. Methods that will be used include direct programming as well as the introduction of commercially available software designed for this purpose.

CSC 509. Programming and Algorithms for the Mathematics Teacher I

Programming in the PASCAL language, representations of data, constants, and variables (numeric and string), subprograms. Searching, sorting, and merging. More complex problem solving through computer programming. Stepwise refinement of programs. Principles of documentation.

CSC 510. Programming and Algorithms for the Mathematics Teacher II

An extension of programming in the PASCAL language. Principles of good programming style will be stressed. Debugging and testing of programs written by others. String processing. Advanced methods of searching and sorting. Recursion and its application to programming. Stacks and linked lists. Records and built-up data types.

CSC 511. Computer Hardware in an Educational Setting

A study of the various components that make up computer configurations in public school settings. Comparison of the various types of computer hardware available for use in the school. Particular attention will be given to evaluation of hardware for laboratory situations with both individual and networking of computers and computer terminals.

IV. ADDITIONAL COURSES

A. Biology Department (BIO)

BIO 510. Marine Biology

A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes one week of on-campus study followed by one week of field and lab work at the Bermuda Biological Station for Research. There are additional costs involved in the Bermuda trip.

BIO 512. Environmental Science

Studies of air, soil and water pollution, including work begun undertaken to remedy these problems; wildlife and soil conservation; and human ecology, particularly as related to the population problems of the world today. Three full-day field trips required.

BIO 520. Current Trends in Biological Science

A survey of current developments and trends in the various biological sciences. This course will be team-taught by faculty with expertise in the areas to be covered. Student interest will be considered in the selection of topics.

B. Business Administration and Economics Department (ECN)

ECN 551. Economic Policies

This course provides a comprehensive survey of the most significant relationships between the government sector and other parts of the American economy. Topics discussed include the following: Types of government, the nature of the private enterprise system and the role of government therein, the legal background for government action, the effects of politics and pressures, policies for economic growth, the problem of inflation, public and private debt, taxation, farm policy, labor legislation, consumer interests, conservation of natural resources, social security, foreign economic policy, and national defense. Significant current events and developments in economic policy are discussed as they occur.

C. Geology (GLY) and Geography (GGY) Department

GLY 501. Earth Science

Advanced study of the processes that control the seasons, the atmosphere, the weather, the wind systems of the world, the oceans, volcanic activity, earthquakes, and the formation of rocks and minerals.

GGY 503. Descriptive Regional Analysis

Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

D. Health and Physical Education Department (HPE)

HPE 505. Principles of Health and Physical Education

Designed to acquaint students with the philosophy, the aims, the objectives, the principles, and the practices of an effective health and physical education program in the program schools.

E. History Department (HST)

HST 510. Advanced North Carolina History

An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 520. History of the South

Prerequisite: Permission of the Instructor.

A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HST 540. Topics in History

Prerequisite: Permission of the Instructor.

This course will focus on one topic and explore it in great detail; the topic will be determined by the instructor specialization and will be announced in the schedule of courses. This course may be taken only once on the same topic for credit.

F. Physical Science Department (PHS)

PHS 520. Current Trends in Physical Science

A lecture-discussion presentation of current developments and trends in chemistry and physics.

PHS 548. Historical Perspectives of Physical Science

This course emphasizes the development of physical concepts in the disciplines of Astronomy, Chemistry, Geology and Physics from the earliest records through Aristotle, Einstein and beyond, to the present. Topics include contributions of such scientists as Copernicus, Galileo, Newton, Boyle, Lavoisier, Dalton, Mendelleev, Rutherford, Millikan, Bohr, DeBroglie, Schroedinger, and others. Discussions concerning their methods, motives, and the mental and social climate of their time are also included.

SCE 550. Science in the Middle School (6-9)

A study of subject matter, materials, and methods for teaching science in the middle school. 3 credit hours.

G. Political Science Department (PLS)

PLS 535. Advanced Public Administration

Emphasis is given to critical examination and analysis of principles, behavior, and problems and issues of public organization, management, and responsibility in the context of the American political systems.

PLS 540. Systems of State and Local Government

Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decisionmaking process of respective political subdivisions.

PLS 545. American Political Process

Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.

H. Psychology Department (PSY) See descriptions in the School Counseling Section

I. Sociology Department (SOC)

SOC 545. Cultural Differences and Education

Sociological analysis of the educator's problems of insight and judgment when dealing with students, parents, townspeople, or colleagues who come from different cultural backgrounds; specific focus upon the problems of ethnocentrism as encountered by classroom teachers and administrators; explanation of teaching situations in terms of culture theory and crosscultural communication.

SOC 560. Education and Society

This course serves the needs of public school teachers and administrators by analyzing social institutions in relation to public schools in the United States. No previous knowledge of academic sociology or cultural anthropology is assumed.

THE GRADUATE PROGRAM IN SCHOOL COUNSELING

Coordinator: RAY VON BEATTY

The primary objective of the Master of Arts in School Counseling (MASC) program is to develop professional level competence in the application of educational and psychological principles, counseling theory, and counseling techniques in order to facilitate personal development, personal adjustment, and interpersonal relations in school and agency settings. The MASC program is housed in the Pembroke State University Psychology Department and is designed to provide breadth and depth of training for counselors. For information about admission and policies, see Graduate Program: Procedures and Policies.

A special emphasis of the MASC program is the delivery of counseling services to diverse populations. MASC students have the opportunity to become more sensitive to society and its dynamic qualities as well as competent in designing and executing counseling and consulting activities.

In support of this mission, the MASC program is organized into four curriculum components:

1. A professional counseling core component focusing on counseling theory, counseling and consulting techniques, and methods of analyzing the individual.
2. A research component which includes a thesis or a counseling research project.
3. Practicum/internship experiences enabling students to apply theories, techniques and skills under supervision in field settings.
4. Guided electives chosen to permit the student to fulfill personal objectives and interests.

Program Goals

The program addresses the educational and career development needs of a diverse group of counseling professionals-in-training by offering a mixture of theoretical and applied training. The program goals are:

1. to provide advanced study in the theory of counseling and consultation of individuals;
2. to provide applied skills in counseling, consulting, testing, research, and service delivery techniques to students preparing to become counseling professionals;
3. to improve the counseling, testing, and consulting skills of individuals who are already employed in counseling positions;
4. to serve as a resource in enhancing the potential for mental health, accurate personal decision-making, and positive human-relations within the region and state.

Program Requirements

Candidates for the Master of Arts in School Counseling must complete all requirements listed under Graduate Program: Procedures and Policies. In addition, candidates must fulfill practicum and research project requirements as explained below.

Practicum Experiences

A pre-practicum and a supervised practicum are required of all students. The pre-practicum is a laboratory experience designed to refine basic counseling techniques and to develop more advanced skills through the use of role playing, micro-counseling, and one-way mirror and video-taped feedback. A supervised practicum in an appropriate field-based setting is also required. An optional supervised internship will be made available to those students who wish to have an additional supervised experience (this internship does not reduce the number of semester hours required for the degree). The optional internship, when taken in an appropriate school setting will satisfy the State Department of Public Instruction’s internship requirement for students who have not had student teaching experience and want to be certified as school counselors in North Carolina.

Research Project

To receive the MASC degree students must complete a thesis or a counseling research project and an oral defense.

PROGRAM OF STUDY

The MA in School Counseling program consists of a 27-semester hour core curriculum, 6-semester hours of research (including a thesis or a counseling research project), 6-semester hours of guided electives, and 6-semester hours of practicum experiences.

| | Sem. Hrs. |
|--|-----------|
| A. Required Core Curriculum | 27 |
| PCN 500 — Introduction to the Theories and Practices of Counseling | |
| PCN 501 — Theories and Techniques of Counseling | |
| PCN 502 — Cross-Cultural Counseling Approaches | |
| PCN 503 — Development and Administration of Counseling Services | |
| PSY 524 — Behavior and Adjustment | |
| PSY 525 — Advanced Study of Human Growth and Development | |
| PSY 530 — Psychology of Group Dynamics and Techniques | |
| PSY 503 — Vocation Psychology and Career Development | |
| PSY 504 — Psychological and Educational Testing | |
| B. Research Area | 6 |
| PSY 566 — Behavioral Research Methods (EDN 566 or ADM 505 may be substituted with the pre-approval of the program coordinator) | |
| PCN 550 — Thesis or PCN 551 Counseling Research Project | |
| C. Practicum Experiences* | 6 |
| PCN 520 — Pre-practicum Counseling Laboratory | |
| PCN 525 — Supervised Practicum in Counseling | |

* NOTE: PCN 527 Internship in Counseling is not required for the MA in School Counseling degree; however, it is required by the N.C. State Department of Public Instruction for anyone who wishes to be certified as a school counselor and does not already hold a Class A teaching certificate.

D. Guided Electives 3

Graduate courses selected with approval of advisor from the areas of Sociology, Education, Psychology, and Organizational Leadership and Management. Students who have not had previous courses in statistics or the exceptional child should take courses in these areas.

TOTAL HOURS (Minimum) 45

COURSES

I. PROFESSIONAL COUNSELING (PCN)

- PCN 500. Introduction to the Theories and Practice of Counseling**
Prerequisite: Admission to the MASC program or permission of coordinator.
Introduction to the profession of counseling including an overview of the principles, theories, professional organizations, ethics, and delivery of counseling services. Students will learn the functions, organization, and administrative procedures of counseling and client services in elementary and secondary schools, colleges, and agencies. They will demonstrate the ability to identify the basic services, to identify the role and function of the counselor, and to observe and write case studies. Credit, 3 semester hours.
- PCN 501. Theories and Techniques of Counseling**
Prerequisite: Admission to MASC program or permission of coordinator.
Examination of the concepts and techniques of individual counseling and the means for establishing facilitative relationships including competence in counseling skills and interventions. Students will study and practice the major approaches to counseling and psychotherapy and will be able to demonstrate basic counseling skills and the techniques of at least five major theories with advanced proficiency in at least one. Students will demonstrate their ability to relate counseling theories to personality theories and to identify preferred treatment procedures for selected client problems. Students will participate in self-development exercises and experiences relevant to various counseling approaches. Credit, 3 semester hours.
- PCN 502. Cross-Cultural Counseling Approaches**
This course requires an in-depth study of the issues and techniques involved in counseling diverse populations. Emphasis will be placed on developing self-understanding and demonstrating counseling skills in relation to ethnic, class, gender, and distinctive population issues. Students will be required to evaluate a counseling setting in vivo, do an in-depth research paper applying the Locke paradigm to a specific population, and examine and demonstrate understanding of a specific counseling case in which ethnic, class, gender, or distinctive population issues are paramount. Credit, 3 semester hours.
- PCN 503. Development and Administration of Counseling Services**
A study of the development and administration of guidance and pupil personnel programs and services in the schools. The course will include an extensive study of current legal and ethical issues confronting counselors as well as need analysis, program development, organizational and leadership theories, budget and finance, governance and policy-making, organizational change processes, process consultation, human resource development, crisis intervention and conflict management programming, and parent and teacher consultation. Students will develop a model counseling program for a population relevant to their practice interests. Credit, 3 semester hours.

PCN 504. Seminar in School Counseling

A study of current needs, issues and trends in school counseling as related to various developmental levels and social/cultural systems. This course is both didactic (theories and models of counseling and consulting relevant for selected issues) and experiential (role playing in class). Opportunities will be provided for classroom discussion, video taping, and feedback. Students may choose an elementary, middle, or secondary school emphasis. Credit, 3 semester hours.

PCN 520. Pre-practicum Counseling Laboratory

Prerequisite: Completion of core requirements or permission of instructor.

A laboratory experience providing an opportunity to practice counseling skills through video-taped micro-counseling and role playing counseling sessions. Written case reports and interpretations of sessions will be required. Feedback will be provided by self, peers, and the instructor. Credit, 3 semester hours.

PCN 525. Supervised Practicum in Counseling

Prerequisites: PCN 500, 501, 502, 520; PSY 503 and 504.

In-depth study and supervised application of counseling and therapeutic intervention processes in field settings. Students will demonstrate their ability to use theories and techniques in supervised counseling sessions and write case reports. Graded on a pass/fail basis. Credit, 3 semester hours.

PCN 527. Internship in Counseling

Prerequisite: PCN 525.

Advanced students will be placed in a field setting for 300 hours of supervised experience. Students without a Class A teaching certificate must take this course (in a school setting) in order to be certified by the North Carolina State Department of Public Instruction. This course does not reduce the number of credit hours required for the master's degree. Graded on a pass/fail basis. Credit, 6 semester hours.

PCN 551. Counseling Research Project

The Counseling Research Project is a directed, supervised research activity which involves a problem-solving approach to counseling problems. The student will develop and analyze a suitable topic, issue, or problem in counseling. The research subject must be one which can be addressed through the application of the knowledge and research skills gained from course work. Credit, 3 semester hours.

PCN 600. Thesis

The student will complete a research study and prepare a master's degree thesis under the individual direction of a thesis advisor and thesis committee. Graded on a pass/fail basis. Credit, 3 semester hours

II. PSYCHOLOGY (PSY)

PSY 503. Vocational Psychology and Career Development

A counseling-oriented course designed to enable the counselor to understand the psychosocial dynamics of career development and choice. Students will learn the major theories of vocational choice and demonstrate the ability to use these theories in developing a model career development program. Credit, 3 semester hours.

PSY 504. Psychological and Educational Testing

Prerequisites: PSY 566, ADM 505, EDN 566, or MAT 506.

A study of basic psychometric and non-testing assessment methods. The course will include an examination of the legal/ethical problems involved in testing and other issues of concern when testing diverse populations. Practical application of measurement concepts will be provided through the administration, interpretation, and evaluation of tests and non-testing appraisal techniques commonly used in counseling. Students will demonstrate their abilities to develop test interpretations and to consult with parents, teachers, and other mental health professionals. Credit, 3 semester hours.

PSY 524. Behavior and Adjustment

A study of the basic theories of personality, learning, motivation, and emotions, related to problems of human adjustment and substantive change within families, schools and other social systems. Students will learn models and will role-play techniques of systems consultation and interventions, crisis counseling and consulting, and conflict mediation. Students will also participate in role playing, self-development, and values clarification exercises. Credit, 3 semester hours.

PSY 525. Advanced Study of Human Growth and Development

An in-depth exploration into developmental theory coupled with intensive study through observation and research of the age level most appropriate to the credential sought. There will be a basic text on developmental theory to provide a common core. This will be supplemented by extensive related reading and other appropriate activities. Students will develop a Developmental Autobiography which will include a genogram and Significant Life Event Chronology. Credit, 3 semester hours.

PSY 528. Child and Adolescent Behavior Disorders: Diagnosis and Intervention

A behavioral approach to the study of theory, research, and treatment of behavior disorders of children and adolescents. Students will demonstrate their abilities to develop case studies and treatment plans, and to consult with teachers and other mental health professionals. Credit, 3 semester hours.

PSY 530. Psychology of Group Dynamics and Techniques

Prerequisite: Admission to MASC program or permission of instructor.

Students will examine and practice applying the theories and procedures of group counseling and consultation with application to diverse school or agency settings. This course probes the dynamics of interpersonal relationships including those related to issues of ethnicity, class, gender and distinctive populations and issues of consultation within schools and other institutions. It will scrutinize the issues of group leadership, the stages of group process, the posing and solving of problems which are specific to group procedure, and professional, ethical, and legal issues in group counseling and consultation. Credit, 3 semester hours.

PSY 535. Introduction to Counseling in the Elementary Schools

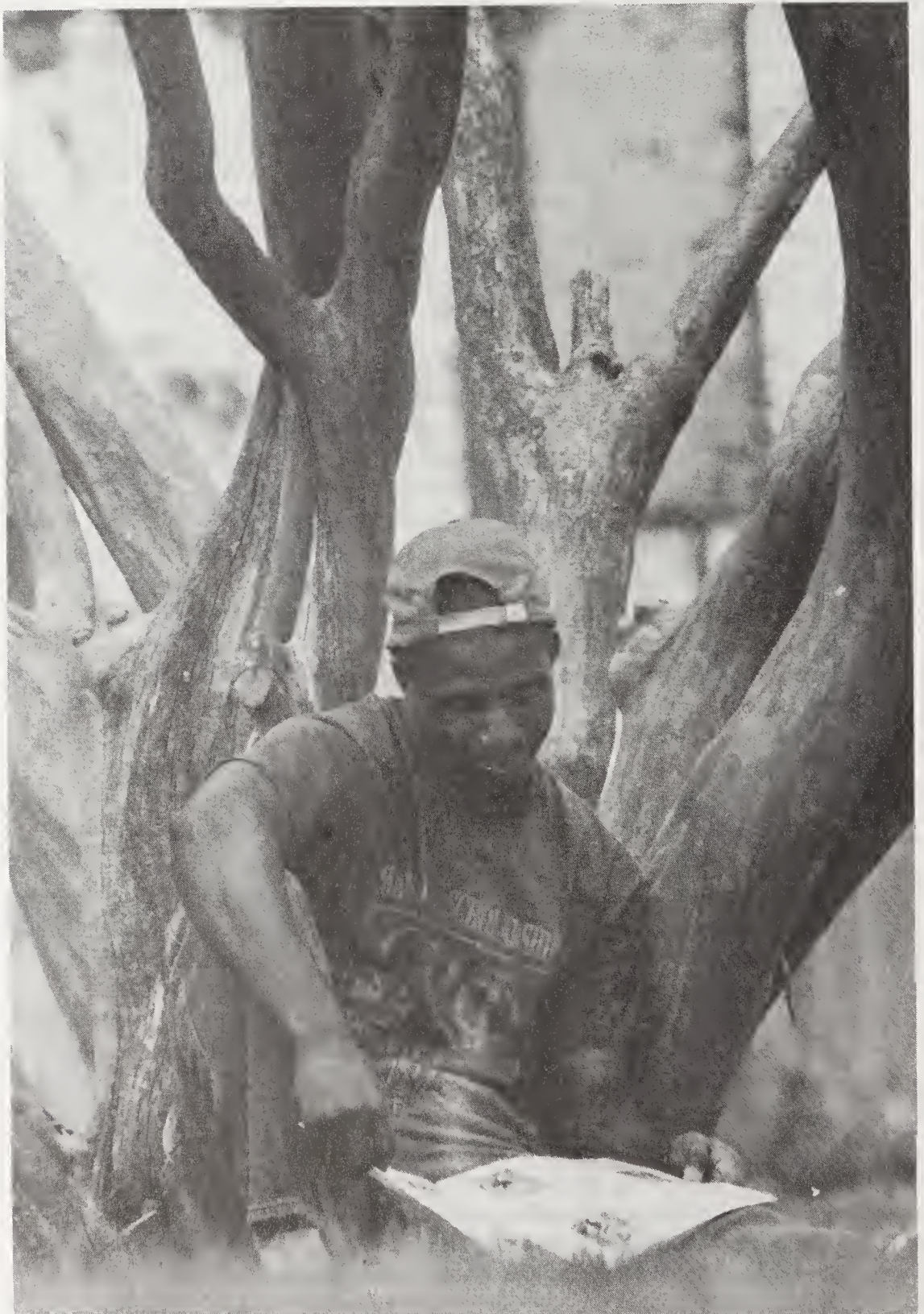
An introductory survey of counseling with emphasis on basic skills and knowledge of techniques, particularly as related to situations encountered by elementary classroom teachers. This course is both didactic (theories of counseling) and experiential (role playing in class). Opportunities for classroom discussion, professional feedback about skills, and video taping. Credit, 3 semester hours.

PSY 540. Special Topics in Counseling

This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. Credit, 3 semester hours.

PSY 566. Behavioral Research Methods

An examination of research design and methods common in the behavioral sciences. Use of library resources, evaluation of behavioral research, and an introduction to statistics are included. Fall, Spring, Summer. Credit, 3 semester hours.



APPENDIX

Officers and Administrators

Faculty

Chief Executives

Summary of Enrollment

OFFICERS AND ADMINISTRATION

CHANCELLOR

JOSEPH B. OXENDINE, B.A., M.Ed., Ed.D.

OFFICE OF THE CHANCELLOR

CHARLES R. JENKINS, B.S., M.A.Ed., Ed.D.Vice Chancellor for
Academic Affairs
JAMES B. CHAVIS, B.S., M.A.Ed., Ed.D.Vice Chancellor for Student Affairs
R. NEIL HAWK, B.B.A.Vice Chancellor for Business Affairs
PRUDENCE PRECOURT, B.A., M.A., Ph.D. Vice Chancellor for Development
and University Relations
TERRY R. HUTCHINS, B.A., J.D. Legal Assistant to the Chancellor
JOSEPH E. SANDLIN, B.A., C.P.A., L.H.D.Distinguished Executive in Residence
BRUCE MATTOX, B.S., Ph.D.Director of Economic Development
RAYMOND B. PENNINGTON, B.S., Ed.M., Ed.D.Director of Athletics
GENE WARREN, B.A.Director of Public Information

OFFICE FOR ACADEMIC AFFAIRS

CHARLES R. JENKINS, B.S., M.A.Ed., Ed.D.Vice Chancellor for
Academic Affairs
MARY P. BOYLES, A.B., M.A., Ph.D.Associate Vice Chancellor for
Academic Affairs
WILLIAM H. GASH, JR., B.S., M.B.A., M.M.Ed., B.M.Ed., Ph.D. Assistant
Vice Chancellor for Academic Affairs
KATHRYN SULLIVAN, B.S., M.Ed., Ph.D. Director of Graduate Studies
and Director of Teacher Education
ZOE LOCKLEAR, B.S., M.Ed., Ph.D.Coordinator of School Services
..... Director, Teaching Fellows Programs
.....Director of Teacher Education Field Experiences
SYLVESTER WOOTEN, B.S., M.S., Ed.D.Director of Continuing Education
and Summer Session
.....Director of Library Services
JEAN E. SEXTON, B.A., M.S.L.S. Assistant Director and
Coordinator of Technical Services
LILLIAN D. BREWINGTON, B.A., M.L.S.Documents/Special
Collections Librarian
NORMIE L. BULLARD, B.S., M.L.S.Public Services Generalist
Librarian
TERESA McMANUS, B.A., M.A., M.L.S.Acquisitions/Collection
Development Librarian
JOHN W. SHIELDS, B.A., M.L.S. Serials Librarian
..... Automated Public Services Librarian
DANIEL POLK, B.S., M.A.L.S.Catalog/Retrospective
Conversion Librarian
DEE D. SHNEIDERMAN, B.A., M.L.S.Reference/Bibliographic
Instruction Librarian

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| SANDRA STRATIL, B.A., M.A. | <i>Director of College Opportunity Program</i> |
| STANLEY G. KNICK, B.A., M.A., Ph.D. | <i>Director/Curator of Native American Resource Center</i> |
| JOYCE SINGLETARY, B.S., M.A. | <i>Registrar</i> |
| ANTHONY LOCKLEAR, B.S., M.A. | <i>Director of Admissions</i> |
| HAL IVEY, B.S. | <i>Admissions Counselor</i> |
| CRYSTAL EDMONDS, B.A. | <i>Admissions Counselor</i> |
| JOHNNA WILSON, B.A. | <i>Admissions Counselor</i> |
| WARREN BAKER, B.S., M.Ed., Ed.D. | <i>Director of Institutional Research for Assessment</i> |
| JO ANN PEARSON, A.S., B.S. | <i>Director of University Computing and Information Services</i> |
| TOMMY D. SWETT, B.S., M.A.Ed. | <i>Director of Student Support Services</i> |
| DANFORD GROVES, B.A., M.A.Ed. | <i>Counselor/Coordinator Support Services</i> |
| JACQUELYN CLARK, B.A., M.Ed. | <i>Staff Associate, Student Support Services</i> |
| CYNTHIA B. SUMEREL, B.S., M.A. | <i>Instructor/Tutor Coordinator, Student Support Services</i> |
| LARRY McCALLUM, B.A., M.A. | <i>Counselor/Coordinator, Upward Bound Program</i> |
| JAN M. LOWERY, B.S., M.P.H. | <i>Director, N.C. Health Careers Access Program</i> |
| KELVIN OXENDINE, B.S. | <i>Recruiter, N.C. Health Careers Access Program</i> |
| RICHARD R. VELA, B.A., M.A., Ph.D. | <i>Director of Advisement and Retention</i> |
| A. WARREN LOVE, B.S., M.Ed. | <i>Director of Media Center</i> |

DEPARTMENT CHAIRS

| | |
|---|--|
| LINDA OXENDINE, B.A., M.Ed., Ph.D. | <i>American Indian Studies</i> |
| PAUL VAN ZANDT, B.F.A., M.F.A. | <i>Art</i> |
| HAROLD D. MAXWELL, B.S., M.S., Ph.D. | <i>Biology</i> |
| JAMES BARDSLEY, B.S., M.B.A., Ph.D. | <i>Business Administration and Economics</i> |
| THOMAS J. LEACH, B.S., M.A., Ph.D. | <i>Communicative Arts</i> |
| DONALD LITTLE, B.A., M.Ed., Ed.D. | <i>Education</i> |
| THOMAS E. ROSS, B.A., M.S., Ph.D. | <i>Geology and Geography</i> |
| TOMMY THOMPSON, B.S., M.A., D.A. | <i>Health, Physical Education, and Recreation</i> |
| DAVID K. ELIADES, B.A., M.A., Ph.D. | <i>History</i> |
| GILBERT L. SAMPSON, B.S., M.A., Ph.D. | <i>Mathematics and Computer Science</i> |
| ROBERT L. ROMINE, B.S., M.A., Ph.D. | <i>Music</i> |
| | <i>Philosophy/Religion</i> |
| MARGARET G. OPITZ, R.N., B.S.N., M.S.N., Ed.D. | <i>Nursing</i> |
| DANIEL BARBEE, B.A., M.A., Ph.D. | <i>Director, Master of Science in Organizational Leadership & Management Program</i> |
| JOSE J. D'ARRUDA, B.S., M.S., Ph.D. | <i>Physical Science</i> |
| ROBERT SCHNEIDER, B.A., M.A., Ph.D. | <i>Political Science</i> |
| PAUL W. KILLIAN, JR., B.A., M.A., Ph.D. | <i>Psychology</i> |
| FRANK A. SCHMALLEGER, B.A., M.A., Ph.D. | <i>Sociology, Social Work, and Criminal Justice</i> |

OFFICE FOR STUDENT AFFAIRSOFFICE FOR BUSINESS AFFAIRSOFFICE FOR DEVELOPMENT AND UNIVERSITY RELATIONS

PRUDENCE PRECOURT, B.A., M.A., Ph.D. *Vice Chancellor for Development
and University Relations*
ELIZABETH M. McINTYRE, B.A., M.L.S. *Resource Development Officer*
GLEN G. BURNETTE, JR., B.A., M.Ed. *Director of Alumni Affairs*

JOSEPH E. SANDLIN, B.A., C.P.A., L.H.D. *Distinguished Executive-In-Residence*
GENE A. BRAYBOY, B.A., M.P.H. *Director of Faculty Grants*
OSCAR PATTERSON III, B.A., M.F.A., Ph.D. *Director of Radio and Television Communications*
GEORGE JOHNSON, A.S.E.E. *Engineer of Television Facility*
GENE WARREN, B.A. *Director of Public Information*
KIM THOMPSON *Publications Coordinator*
BOBBY AYERS, B.S. *University Photographer*

UNIVERSITY PUBLIC SAFETY DEPARTMENT

TERRY HUTCHINS, A.B., J.D. *Assistant to the Chancellor for Legal Affairs*
CHARLES BRYANT *Campus Police Chief*

FACULTY SENATE

THOMAS O. STROMMER, B.S., M.S., Ph.D. *Chair of the Faculty Senate*
ELIZABETH L. NORMANDY, B.A., M.A., Ph.D. ...*Secretary of the Faculty Senate*

The Faculty Senate is the primary vehicle of faculty governance at Pembroke State University. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

THE FACULTY

The listing that follows includes full-time members of the faculty and administrative officers who hold faculty rank and/or who teach. The date indicated is the year of initial appointment.

GEORGE T. AMMONS (1965), *Assistant Professor, Department of Business Administration and Economics*

B.S., UNC-Chapel Hill; CPA, State of North Carolina

LARRY ARNOLD (1990), *Assistant Professor, Department of Music*

B.M., University of Nebraska; M.M., University of Wisconsin; Ph.D., University of Iowa

ANDREW N. ASH (1989), *Associate Professor, Department of Biology*

B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto

DANIEL G. BARBEE (1988), *Associate Professor and Director of Master of Science in Organizational Leadership and Management*

B.S., Catawba College; M.A., Lehigh University; Ph.D., University of Tennessee

JAMES J. BARDSLEY (1990), *Assistant Professor and Chair, Department of Business Administration/Economics*

B.S., Virginia Polytechnic Institute; M.B.A., University of Rochester; Ph.D., Syracuse University

WARREN BAKER (1992), *Lecturer and Director of Institutional Research*

B.S., Pembroke State University; M.A., Fayetteville State University; Ed.D., Campbell University

NANCY W. BARRINEAU (1989), *Assistant Professor, Department of Communicative Arts*

B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Georgia

CHERRY MAYNOR BEASLEY (1992), *Assistant Professor, Department of Nursing*

B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill

RAY VON BEATTY (1972), *Professor, Department of Psychology*

B.S., Pembroke State University; M.Ed., Ph.D., UNC-Chapel Hill

DONALD E. BEKEN (1989), *Associate Professor, Department of Mathematics and Computer Science*

B.S., in Electrical Engineering, Valparaiso Technical Institute; B.S., in Mathematics, Kent State University; A.M., West Virginia University; Ph.D., University of Mississippi

SHARON L. BELL (1989), *Lecturer, Department of Business Administration and Economics*

B.S., Pembroke State University; M.B.A., The Lundy-Fetterman School of Business, Campbell University; CPA State of North Carolina

PAUL J. BERGHOFF (1975), *Professor, Department of Education*

B.A., M.A., Ph.D., University of Michigan

OLLIE G. BISHOP (1979), *Assistant Professor, Department of Business Administration and Economics*

B.S., Pembroke State University; M.B.A., UNC-Chapel Hill; CPA, State of North Carolina

- **GERALD C. BORLAND** (1968), *Professor Emeritus, Department of Geology and Geography*
B.A., Pennsylvania State University; M.S., University of Arizona
- SUE BOWDEN** (1990), *Associate Professor, Department of Physical Science*
B.A., Meredith College; M.A.T., Ph.D., UNC-Chapel Hill
- JOHN R. BOWMAN** (1979), *Associate Professor, Department of Sociology, Social Work, and Criminal Justice*
B.A., University of Kentucky; M.S., Florida State University; Ph.D., The Ohio State University
- MARY P. BOYLES** (1977), *Professor and Associate Vice Chancellor for Academic Affairs*
A.B., UNC-Greensboro; M.A., UNC-Chapel Hill; Ph.D., UNC-Greensboro
- CAROL W. BREWER** (1988), *Lecturer, Department of Mathematics and Computer Science*
A.S., St. Mary's Junior College; B.A., UNC-Chapel Hill; M.A.Ed., Pembroke State University
- LILLIAN D. BREWINGTON** (1988), *Instructor Librarian, Documents/Special Collections Librarian, Library Services*
B.A., Pembroke State University; M.L.S. North Carolina Central University
- MICHELLE BRIDGERS** (1991), *Assistant Professor, Department of Biology*
B.S., College of Charleston; M.S., Ph.D., North Carolina State University
- ROBERT BRITTON** (1991), *Professor, Department of Communicative Arts*
B.A., Pfeiffer College; M.A., University of Mississippi; Ph.D., Florida State University
- DALTON P. BROOKS** (1976), *Associate Professor, Department of Physical Science and Department of Education*
B.S., Pembroke State University; M.S., Temple University; Ph.D., University of Miami
- MONIKA C. B. BROWN** (1982), *Associate Professor, Department of Communicative Arts*
B.A., University of Georgia; M.A., Ph.D., Duke University
- ROBERT W. BROWN** (1979), *Associate Professor, Department of History; Faculty Coordinator, Chancellor's Scholars Program*
B.A., UNC-Chapel Hill; M.A., Marshall University; M.A., Ph.D., Duke University
- ELLEN J. BRYAN** (1970), *Professor, Department of Health, Physical Education and Recreation; Director of Intramurals*
B.S., Pembroke State University; M.A.Ed., East Carolina University; D.A., Middle Tennessee State University
- NORMIE L. BULLARD** (1988), *Instructor Librarian, Public Services Generalist Librarian, Library Services*
B.S., Pembroke State University; M.L.S., North Carolina Central University
- EUGENIE INES BURKETT** (1992), *Assistant Professor, Department of Music*
B.M.E., Baylor University; M.M., Manhattan School of Music; Ph.D., University of Wisconsin-Madison
- LOREN L. BUTLER II** (1966), *Assistant Professor, Department of History*
B.A., M.A., University of Arkansas
- PATRICK A. CABE** (1989), *Associate Professor, Department of Psychology*
B.A., M.A., University of Akron; Ph.D., Cornell University

- SUELLEN CABE (1987), *Assistant Professor, Department of Geology and Geography*
B.S., University of Akron; M.S., Ph.D., UNC-Chapel Hill
- **OTIS G. CARNES (1959), *Professor Emeritus, Departments of Philosophy and Religion and Communicative Arts*
B.A., Stephen F. Austin College; B.D., Yale University; Th.D., Boston University
- LEONARD CASCIOTTI (1992), *Associate Professor, Department of Mathematics and Computer Science*
B.S., Pennsylvania State University; M.A., University of Pennsylvania; Ph.D., University of Delaware
- BEN CHAVIS (1993), *Assistant Professor, Department of Education*
B.A., University of Arizona; M.Ed., University of Arizona; Ph.D., University of Arizona
- JAMES B. CHAVIS (1972), *Professor and Vice Chancellor for Student Affairs*
B.S., Pembroke State University; M.A.Ed., East Carolina University; Ed.D., Duke University
- JOHN CHAY (1969), *Professor, Department of History*
A.B., M.A., M.A.L.S., Ph.D., The University of Michigan
- RHODA P. COLLINS (1967), *Professor, Department of Education*
B.A., M.Ed., UNC-Chapel Hill; Ed.D., Duke University
- MAXWELL T. COURSON (1990), *Associate Professor, Department of Communicative Arts*
A.B.J., M.A., University of Georgia; Ph.D., University of Hawaii
- EDWIN W. CRAIN (1965), *Professor, Department of Health, Physical Education and Recreation*
B.S., M.A., Appalachian State University; Ed.D., West Virginia University
- SUSAN CHRISTIAN (1991), *Lecturer, Department of Health, Physical Education and Recreation*
B.A., UNC-Chapel Hill; M.S., University of Oregon
- JOSE J. D'ARRUDA (1974), *Professor and Chair, Department of Physical Science*
B.S., Lowell Technological Institute; M.S., Ph.D., University of Delaware
- BEVERLY DAVIS (1990), *Instructor, Department of Aerospace Studies (AFROTC)*
B.S., Virginia Polytechnic Institute; M.A., Incarnate Word College
- DANNY ROSS DAVIS (1986), *Associate Professor, Department of Health, Physical Education and Recreation, Head Baseball Coach*
B.S., Union University; M.A., Western Kentucky University; D.A., Middle Tennessee State University
- BRUCE J. DEHART (1989), *Assistant Professor, Department of History*
B.A., Greensboro College; M.A., Ph.D., UNC-Chapel Hill
- **ADOLPH L. DIAL (1968), *Resident Consultant and Professor Emeritus, Department of American Indian Studies*
B.A., Pembroke State University; Ed.M., C.A.G.S., Boston University; L.H.D., Greensboro College; L.H.D., Pembroke State University
- WANDA JANE DICKSON (1990), *Clinical Associate Professor, Department of Education*
B.S., Indiana University of Pennsylvania; M.Ed., Duquesne University; Ph.D., University of Pittsburgh

JON A. DRTINA (1992), *Lecturer, and Director of Performing Arts Center, Department of Communicative Arts*

B.A., Allentown College of St. Francis de Sales; M.F.A., University of Southern Mississippi

**ALBERT DUNAVAN (1965), *Associate Professor, Department of Communicative Arts, Professor Emeritus*

B.S., M.A., University of Nebraska

**JAMES B. EBERT (1956), *Professor Emeritus, Department of Biology*

B.S., Louisiana State University and A&M College; A.M. Duke University

DAVID K. ELIADES (1967), *Professor and Chair, Department of History*

A.B., UNC-Chapel Hill; M.A., East Carolina University; Ph.D., University of South Carolina

FAUBERT, MARIE (1992), *Assistant Professor, Department of Psychology*

B.A., Regis College; M.Ed., Ed.D., North Carolina State University

CARL M. FISHER (1967), *Professor, Department of Education*

B.S., M.S., Ph.D., Florida State University

PAUL ANTHONY FLOWERS (1989), *Assistant Professor, Department of Physical Science*

B.S., St. Andrews Presbyterian College; Ph.D., University of Tennessee

**PAUL FREIWIRTH (1962), *Professor Emeritus, Department of History*

Th.D., Atlantic Union College; M.A., Potomac University; Ph.D., University of Maryland

JAMES R. FREDERICK (1988), *Assistant Professor, Department of Business Administration and Economics*

B.A., University of Michigan; M.A., Ph.D., Wayne State University

WILLIAM F. FRITZ (1974), *Professor, Department of Music*

B.M., California Institute of the Arts; M.A., California State University; D.M.A., University of Miami

WILLIAM H. GASH, JR. (1992), *Lecturer and Assistant Vice Chancellor for Academic Affairs*

B.S., UNC-Asheville; B.M.Ed., Maryville College; M.M.Ed., Florida State University; M.B.A., Western Carolina University; Ph.D., The University of South Carolina

JEFFERY L. GELLER (1983), *Associate Professor, Department of Philosophy and Religion*

B.A., California State University (Northridge); M.A., Ph.D., Duke University

**GRACE E. GIBSON (1966), *Professor Emeritus, Department of Communicative Arts*

B.A., UNC-Greensboro; M.A., Duke University

JOSEPH W. GOLDSTON (1977), *Professor, Department of Mathematics and Computer Science*

B.S., M.S., Ph.D., UNC-Chapel Hill

**GIBSON H. GRAY (1971), *Professor Emeritus, Department of Political Science*

B.B.A., University of Texas; M.A., Ph.D., Columbia University

*GEORGE L. HARPER (1976), *Professor, Department of Philosophy and Religion*

B.A., Randolph Macon College; M.Div., Yale University; Ph.D., Duke University

JOHN C. HASKINS (1989), *Lecturer, and Head Men's Basketball Coach, Department of Health, Physical Education and Recreation*

A.S., Lees McRae College; B.S., UNC-Wilmington; M.A., Appalachian State University

MICHAEL N. HAWTHORNE (1990), *Assistant Professor, Department of Political Science*

B.A., University of Missouri-Columbia; Ph.D., University of Michigan

KATHLEEN C. HILTON (1990), *Assistant Professor, Department of History*

B.Ed., Seattle University; M.A., Ph.D., Carnegie Mellon University

LEONARD D. HOLMES (1990), *Assistant Professor, Department of Physical Science*

B.S., Westfield State College; Ph.D., University State University

**JAMES HUBBARD (1965), *Professor Emeritus, Department of Psychology*

B.A., M.A., University of Richmond; B.D., Union Theological Seminary; Th.M., Pittsburgh Theological Seminary

**JAMES A. JACOBS (1937), *Professor Emeritus, Department of Mathematics and Computer Science*

B.S., Murray State College; Ed.M., Duke University

WU FANG JANG (1991), *Assistant Professor, Department of Mathematics and Computer Science*

B.S., National Taiwan Normal University; M.S., East Texas State University;

M.S., University of Arkansas; Ph.D., University of Arkansas

CHARLES R. JENKINS (1971), *Professor and Vice Chancellor for Academic Affairs*

B.S., M.A.Ed., East Carolina University; Ed.D., Duke University

STANLEY R. JENKINS (1982), *Associate Professor, Department of Art*

B.S., Kutztown State College; M.Ed., D.Ed., Pennsylvania State University

**DORIS M. JOHNSON (1966), *Professor Emeritus, Department of Music*

B.M., Syracuse University; Ed.M., The University of Buffalo

**KENNETH P. JOHNSON (1964), *Professor Emeritus, Department of Health, Physical Education and Recreation*

B.S., Cortland State Teachers College; Ed.M., St. Lawrence University; Pe.D., Indiana University

OLIVER R. JOHNSON (1988), *Professor, Department of Military Science (AROTC)*

B.S., West Point; M.S., Indiana University

OSCAR T. JONES (1990), *Associate Professor, Department of Mathematics and Computer Science*

B.S., Wake Forrest University; M.S., University of Michigan; Ph.D., Florida State University

CHESTER I. JORDAN (1979), *Professor, Department of Communicative Arts*

B.A., Emory and Henry College; M.A., University of Wyoming; Ph.D., Bowling Green State University

BONNIE A. KELLEY (1977), *Professor, Department of Biology*

B.S., North Georgia College; M.Ed., Ph.D., University of Georgia

PAUL W. KILLIAN, JR. (1967), *Professor and Chair, Department of Psychology*

A.B., M.A., East Carolina University; Ph.D., North Carolina State University

DORIS ANN KLESENER (1992), *Assistant Professor, Department of Art*

M.S., University of Southwestern Louisiana; M.Ed., Ph.D., University of Missouri - Columbia

STANLEY KNICK (1986), *Director/Curator and Research Assistant Professor, Native American Resource Center*

B.A., UNC-Greensboro; M.A., Ph.D., Indiana University

**MIN-CHUAN KU (1965), *Professor Emeritus, Department of Political Science*

L.L.B., National Cheng-chi University; China; M.A., University of Michigan; Ph.D., New York University

DAVID K. KUO (1966), *Professor, Department of Biology*

B.S., National Taiwan University; M.F., Ph.D., University of Georgia

ELIZABETH H. KUO (1967), *Professor, Department of Geology and Geography*

B.S., National Taiwan University; M.A., University of Georgia; Ph.D., UNC-Chapel Hill

**JESSE M. LAMM (1969), *Professor Emeritus, Department of Education*

B.S., M.A., East Carolina; Ed.D., New York University

DAWN T. LANGLEY (1989), *Lecturer, Department of Health, Physical Education and Recreation; Head Women's Softball Coach; Head Women's Volleyball Coach*

B.A., St. Andrews Presbyterian College; M.S., United States Sports Academy

NORMAN R. LAYNE, JR. (1977), *Professor, Department of Sociology, Social Work and Criminal Justice*

B.A., M.A., Ph.D., University of Georgia

THOMAS J. LEACH (1975), *Professor and Chair, Department of Communicative Arts*

B.S., U.S., Naval Academy; M.A., Ph.D., UNC-Chapel Hill

DONALD R. LITTLE (1974), *Professor and Chairman, Department of Education*

A.B., Mercer University; M.Ed., Ed.D., University of Georgia

FREDA LOCKLEAR (1991), *Assistant Professor, Department of Mathematics and Computer Science*

B.S., Pembroke State University; M.S., North Carolina State University; Ph.D., Duke University

ZOE WODELL LOCKLEAR (1988), *Assistant Professor and Coordinator of School Services, Department of Education*

B.S., Pembroke State University; M.Ed., Ph.D., UNC-Chapel Hill

LARNIE McCLUNG (1989), *Professor, Department of Aerospace Studies*

B.S., Mississippi Valley State University; M.P.A., Golden Gate University

RAYMOND McDANIEL, JR. (1987), *Lecturer, Department of Mathematics and Computer Science*

B.A., Harding University; M.S., Arkansas State University

JEROME A. McDUFFIE (1965), *Professor, Department of History*

B.A., Pembroke State University; M.A., Wake Forest University; Ph.D., Kent State University

TERESA McMANUS (1991), *Instructor Librarian, Acquisitions/Collection Development, Library Services*

B.A., The Evergreen State College; M.A., Graduate Faculty of Political and Social Science; M.L.S., University of North Carolina at Greensboro

WILLIE McNEILL, JR. (1976), *Associate Professor, Department of Education*

B.S., Livingstone College; M.S., North Carolina A&T State University; Ed.D., Pennsylvania State University

ELIZABETH MAISONPIERRE (1988), *Lecturer, Department of Music*

B.M., Ohio Wesleyan University; M.M., D.M.A., University of Maryland

JOSEF L. MANDEL (1972), *Professor, Department of Communicative Arts*

B.A., Pembroke State University; M.A., East Carolina University; M.A., Ph.D., UNC-Chapel Hill

STEPHEN M. MARSON (1977), *Associate Professor, Department of Sociology, Social Work, and Criminal Justice*

B.A., Ohio Dominican College; M.S.W., Ohio State University; ACSW; Ph.D., North Carolina State University

- BRUCE W. MATTOX, SR., (1988), *Professor and Director of Economic Development*
B.S., University of Tennessee; Ph.D., Oregon State University
- HAROLD D. MAXWELL (1967), *Professor and Chair, Department of Biology*
B.S., M.S., Tennessee Polytechnic Institute; Ph.D., North Carolina State University
- GERALD D. MAYNOR (1973), *Professor, Department of Education*
B.A., Pembroke State University; M.A., Appalachian State University; Ed.D., University of Miami
- ROBERT D. MAYNOR (1972), *Lecturer, Department of Business Administration and Economics*
B.S., Pembroke State University; M.B.A., Columbia University
- JUDY MAYRAND (1993), *Assistant Professor of Aerospace Studies*
B.S., U.S. Air Force Academy; M.Hum.Rel., University of Oklahoma
- MICHAEL L. MENEFEE (1990), *Professor, Department of Business Administration and Economics, and William Henry Belk Distinguished Professor*
B.S., Northern Illinois University; M.S., Ph.D., Purdue University
- MERRILL P. MILLER (1989), *Assistant Professor, Department of Philosophy and Religion*
B.A., Grinnell College; M.Div., Union Theological Seminary; M.A., Ph.D., Columbia University
- ROBERT D. MONTGOMERY (1993), *Instructor, Department of Business Administration and Economics*
B.S., University of Southern Indiana; M.B.A., Mississippi State University
- CHARLES B. MOORE (1990), *Lecturer, Department of Communicative Arts*
B.S., University of Tennessee; M.A., George Mason University
- MICHAEL MOORE (1993), *Visiting Associate Professor of Sociology, Social Work, and Criminal Justice*
B.A., Millsaps College; M.A., Western Kentucky University; Ph.D., Virginia Polytechnic and State University
- J. THOMAS MORLEY (1989), *Assistant Professor, Department of Philosophy and Religion*
B.A., M.A., University of Maryland; Ph.D., University of Tennessee
- **L.L. MURRAY (1965), *Professor Emeritus, Department of Education*
B.A., Atlantic Christian College; M.A., East Carolina University; Ed.D., University of Florida
- C. DOUGLAS NORMAN (1989), *Associate Professor, Department of Communicative Arts*
B.S., Tennessee Polytechnic Institute; M.A., George Peabody College; Ed.D., University of Tennessee
- ELIZABETH NORMANDY (1987), *Assistant Professor, Department of Political Science*
B.A., UNC-Chapel Hill; M.A., American University; Ph.D., University of South Carolina
- MARGARET G. OPITZ (1992), *Professor/Director of Nursing Program*
B.S., East Tennessee State University; M.S., Medical College of Georgia; R.N., Ed.D., Virginia Polytechnic Institute and State University
- SARA OSWALD (1988), *Lecturer, Department of Communicative Arts*
A.B., St. Peter's College; M.A., Rutgers University

- JOSEPH B. OXENDINE (1989), *Chancellor and Professor*
A.B., Catawba College; Ed.M., Ed.D., Boston University
- LINDA E. OXENDINE (1982), *Assistant Professor and Chairman, Department of American Indian Studies*
B.A., UNC Chapel Hill; M.Ed., Pennsylvania State University; Ph.D., University of Minnesota
- DAVID PATTERSON (1988), *Associate Professor, Department of Sociology, Social Work, and Criminal Justice*
B.A., Newberry College; M.S., Ph.D., Florida State University
- OSCAR PATTERSON, III (1984), *Professor, Department of Communicative Arts and Director of Telecommunications*
B.A., Pfeiffer College; M.F.A., University of Georgia; Ph.D., University of Tennessee
- RAYMOND B. PENNINGTON (1963), *Professor, Department of Health, Physical Education and Recreation; Director of Athletics*
B.S., East Carolina University; Ed.M., UNC-Chapel Hill; Ed.D., Duke University
- LINDA L. PITTS (1984), *Lecturer, Department of Health, Physical Education and Recreation; Head Women's Basketball Coach*
B.S., Judson College; M.S., Mississippi University for Women
- **GEORGE W. POLHEMUS (1953), *Professor Emeritus, Department of Communicative Arts*
B.A., M.A., University of Mississippi
- DANIEL POLK (1992), *Instructor Librarian, Catalog/Retrospective Conversion Librarian, Library Services*
B.S., Winthrop College; M.A.L.S., University of South Florida
- EDWARD L. POWERS (1988), *Professor, Business Administration and Economics Department*
B.S.B.A., M.B.A., West Virginia University; Ph.D., University of South Carolina
- **ANDREW RANSOM (1956), *Professor Emeritus, Department of Physical Science*
B.S., Pembroke State University; Ed.M., Ohio State University
- **ELMA L. RANSOM (1958), *Professor Emeritus, Department of Music*
B.S., M.A., Ohio State University
- ROBERT W. REISING (1971), *Professor, Department of Communicative Arts*
B.A., Michigan State University; M.A., University of Connecticut; Ed.D., Duke University
- JOHN ERIC REISSNER (1976), *Professor, Department of Physical Science*
A.B., Harvard College; Ph.D., University of California
- KATHRYN K. RILEIGH (1973), *Professor, Department of Psychology*
B.A., M.A., Ph.D., Vanderbilt University
- JOHN RIMBERG (1971), *Professor, Department of Sociology, Social Work, and Criminal Justice*
B.A., Harvard College; M.A., Ph.D., Columbia University; Certificate, W. Averell Harriman Institute for Advanced Study of the Soviet Union (Columbia)
- LARRY W. RODGERS (1981), *Lecturer, Department of Health, Physical Education and Recreation; Track and Field Coach; Men's Cross Country Coach*
B.S., Pembroke State University; M.S., North Carolina Central University
- ROBERT L. ROMINE (1974), *Professor and Chair, Department of Music*
B.S., M.A., Northeast Missouri State University; Ph.D., University of Iowa

- THOMAS E. ROSS (1969), *Professor and Chair, Department of Geology and Geography*
B.A., M.S., Marshall University; Ph.D., University of Tennessee
- RAYMOND J. RUNDUS (1970), *Professor, Department of Communicative Arts*
B.A., College of Emporia; M.A., Wayne State University; Ph.D., University of Nebraska
- GILBERT L. SAMPSON (1966), *Professor and Chair, Department of Mathematics and Computer Science*
B.S., Pembroke State University; M.A., University of Arkansas; Ph.D., New York University
- JOSEPH E. SANDLIN (1986), *Distinguished Executive-In-Residence*
B.A., College of William and Mary; CPA, State of New Jersey; L.H.D. Pembroke State University
- MICHAEL CLAUDE SCHAEFFER (1980), *Lecturer, Department of Health, Physical Education and Recreation; Soccer Coach; Assistant Track and Field Coach*
B.A., Washington and Lee University; M.A., Appalachian State University
- DOUGLAS W. SCHELL (1990), *Professor, Department of Business Administration and Economics, and MacLean Professor*
B.S., Pennsylvania State University; M.B.A., Brigham Young University; D.B.A., Indiana University
- FRANK A. SCHMALLEGER (1975), *Professor and Chairman, Department of Sociology, Social Work, and Criminal Justice*
B.B.A., University of Notre Dame; M.A., Ph.D., Ohio State University
- ROBERT O. SCHNEIDER (1982), *Associate Professor and Chairman, Department of Political Science*
B.A., University of Wisconsin; M.A., Ph.D., Miami University (Ohio)
- LAWRENCE R. SCHULTZ (1978), *Professor, Department of Education*
B.S., Bowling Green State University; M.A., Ph.D., University of South Florida
- JEAN E. SEXTON (1983), *Assistant Director, Assistant Librarian and Coordinator of Technical Services, Library Services*
A.B., M.S.L.S., UNC-Chapel Hill
- SHARON L. SHARP (1988), *Assistant Professor, Department of Education*
B.A., State University of New York at Albany; M.A., Ed.D., West Virginia University
- ALFRED M. SHEFFIELD (1990), *Lecturer, Department of Communicative Arts and Production Manager, Givens Performing Arts Center*
B.F.A., Illinois Wesleyan University; M.F.A., Northwestern University
- JOHN W. SHIELDS (1989), *Instructor Librarian, Serials Librarian, Library Services*
B.A., Greensboro College; M.L.S., UNC-Greensboro
- DEE D. SHNEIDERMAN (1992), *Instructor Librarian, Reference/Bibliographic Instruction Librarian, Library Services*
B.A., North Carolina Central University; M.L.S., University of North Carolina at Greensboro
- DENNIS H. SIGMON (1976), *Associate Professor, Department of Communicative Arts*
A.B., High Point College; M.A.T., Appalachian State University; Ph.D., Purdue University
- **JANIE B. SILVER (1960), *Professor Emeritus, Department of Education*
B.S., M.B.A., University of Georgia; Ed.D., University of Mississippi
- HAROLD C. SLAGLE (1969), *Professor, Department of Music*
B.M.E., M.M., University of Nebraska; Ed.D., University of Illinois

- PAUL J. SMITH (1981), *Lecturer, Department of Health, Physical Education and Recreation; Wrestling Coach; Director of Aquatics*
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- TERRY R. SOPHER, JR. (1991), *Assistant Professor and Director of Military Science (AROTC)*
B.A., Old Dominion University
- CAROLYN SPILLERS-ROBERTS (1985), *Assistant Professor, Department of Business Administration and Economics*
B.S., Pembroke State University; M.Ed., North Carolina State University, M.B.A., Fayetteville State University; Ed.D., Campbell University
- RALPH L. STEEDS (1975), *Associate Professor, Department of Art*
B.A., Central State University; M.F.A., University of Oklahoma
- FREDERICK STEPHENS (1992), *Instructor, Department of Sociology, Social Work, and Criminal Justice*
B.S., Pembroke State University; M.S.W., University of California at Berkeley
- SHELBY DEAN STEPHENSON (1978), *Professor, Department of Communicative Arts; Editor, Pembroke Magazine*
B.A., UNC-Chapel Hill; M.A., University of Pittsburgh; Ph.D., University of Wisconsin-Madison
- MICHAEL LINWOOD STRATIL (1979), *Associate Professor, Department of Psychology*
B.A., M.A., Ph.D., University of Florida
- SANDRA M. STRATIL (1985), *Lecturer, Department of Communicative Arts, and Director of College Opportunity Program*
B.A., M.A., Morehead State University; M.A., Ed., Morehead State University
- THOMAS O. STROMMER (1988), *Associate Professor, Mathematics and Computer Science Department*
B.S., M.S., Ph.D., University of Washington in Seattle
- P. ALBERT STUDDARD (1970), *Professor, Department of Philosophy and Religion*
B.A., Mercer University; B.D., New Orleans Baptist Seminary; M.A., University of Louisville; Ph.D., Southern Baptist Theological Seminary
- KATHRYN MARIE SULLIVAN (1980), *Professor, Department of Education; Director of Teacher Education; Director of Graduate Studies*
B.S., M.Ed., Edinboro University of Pennsylvania; Ph.D., University of Georgia
- RAY KELLY SUTHERLAND (1985), *Associate Professor, Department of Philosophy and Religion*
B.A., Western Kentucky University; M.A., Ph.D., Vanderbilt University
- HAROLD J. TEAGUE (1970), *Professor, Department of Physical Science*
B.S., Methodist College; M.S., Ph.D., North Carolina State University
- THOMAS McLEAN THOMPSON (1980), *Assistant Professor and Chair, Department of Health, Physical Education and Recreation*
B.S., Pembroke State University; M.A., Western Carolina University; D.A., Middle Tennessee State University
- FRANK J. TRAPP (1990), *Lecturer, Department of Political Science*
B.A., M.S., Florida State University
- CLIFFORD W. TREMBLAY (1983), *Associate Professor, Department of Mathematics and Computer Science*
A.B., George Washington University; M.A., Montclair State University; Ph.D., University of Illinois

- WILLIAM LEE TRUMAN (1981), *Associate Professor, Department of Mathematics and Computer Science*
 B.S., Pembroke State University; M.S., Ph.D., North Carolina State University
- WILLIAM P. TURNER (1978), *Professor, Department of History*
 A.B., A.M., Ph.D., West Virginia University
- PATRICIA D. VALENTI (1984), *Associate Professor, Department of Communicative Arts*
 B.A., Marymount College; M.A., Ph.D., UNC-Chapel Hill
- PAUL VAN ZANDT (1969), *Professor and Chair, Department of Art*
 B.F.A., Oklahoma State University; M.F.A., Tulane University
- RICHARD R. VELA (1981), *Associate Professor, Department of Communicative Arts; Director of Advisement and Retention; Director of Composition*
 B.A., M.A., University of Dallas; Ph.D., UNC-Chapel Hill
- CHERYL E. WAITES (1985), *Assistant Professor, Department of Sociology, Social Work, and Criminal Justice*
 B.A., Hunter College; M.S.W., Fordham University, ACSW, MCSW
- JOHN S. WALLINGFORD (1970), *Professor, Department of Physical Science*
 B.Phys, M.Ed., University of Minnesota; M.S., Ph.D., Florida State University
- GEORGE R. WALTER (1967), *Professor, Department of Music*
 B.S., West Virginia University; M.M., Indiana University; Ph.D., West Virginia University
- SANDRA WASHBURN (1991), *Lecturer, Department of Mathematics/Computer Science*
 B.S., Florida State University; M.S., Florida State University
- DANA WASHINGTON (1989), *Lecturer, Department of Education and Department of Communicative Arts*
 B.S., State University of NY at Stony Brook; M.F.A., University of Massachusetts
- ANN REAVES FENNEGAN WELLS (1960), *Associate Professor, Department of Communicative Arts*
 B.A., Coker College; M.A., East Carolina University
- DENNIS WILDER (1992), *Associate Professor, Department of Aerospace Studies*
 B.S., North Carolina Central University; M.B.A., Troy State University
- DAVID D. WILLIAMS (1990), *Assistant Professor, Department of Business Administration and Economics*
 B.A., California State College; M.A.B.A., National University; D.B.A., International University
- RICKY M. WILLIAMS (1992), *Lecturer, Assistant Men's Basketball Coach, Department of Health, Physical Education and Recreation*
 B.S., Berry College; M.S., Jacksonville State University
- RUDY D. WILLIAMS (1968), *Professor, Department of Communicative Arts; Faculty Coordinator, Chancellor's Scholars Program*
 B.A., Millsaps College; M.A., University of Mississippi; Ph.D., UNC-Chapel Hill
- GARY W. WILLIS (1989), *Associate Professor, Department of Sociology, Social Work, and Criminal Justice*
 B.S., Illinois Wesleyan University; M.A., Appalachian State University; J.D., Stetson Law School
- JUDITH L. WISH (1975), *Professor, Department of Education*
 B.S., Campbell College; M.Ed., UNC-Chapel Hill; Ed.D., Duke University

PETER WISH (1977), *Professor, Department of Physical Science*

B.S., Campbell University; M.S., Ph.D., North Carolina State University

**VICTOR W. WOLF (1958), *Professor Emeritus, Department of Business Administration and Economics*

M.B., Handelskandidat, Sivilokonum Norges Handelshoyskole

SYLVESTER W. WOOTEN (1977), *Associate Professor and Director of Continuing Education, Extension and Summer Session*

B.S., Winston-Salem State University; M.S., Virginia State College; Ed.D., University of Virginia

ALAN J. YOST (1987), *Lecturer, Department of Mathematics and Computer Science*

B.S., M.S., Marshall University

DAVID D. ZEIGLER (1989), *Assistant Professor, Department of Biology*

B.S., Tarleton State University; M.S., Ph.D., University of North Texas

CHRISTOPHER DEAN ZINK (1993), *Lecturer, Department of Communicative Arts and Technical Director, Givens Performing Arts Center*

B.F.A., Western Carolina University; M.F.A., University of Southern Mississippi

*On Leave

**Professor Emeritus

CHIEF EXECUTIVES* of PEMBROKE STATE UNIVERSITY

O.H. BROWN, *Acting President* (1940-1942)

B.S., North Carolina State; Ph.D., Johns Hopkins University

RALPH D. WELLONS, *President* (1942-1956)

A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

WALTER J. GALE, *President* (1956-1962)

B.S., New Jersey State Teachers College; M.Ed., Ed.D., Duke University

ENGLISH E. JONES, *President* (1962-1972); *Chancellor* (1972-1979); *Chancellor Emeritus* (1979-1981)

B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H. Pembroke State University

PAUL R. GIVENS, *Chancellor* (1979-1989); *Chancellor Emeritus* (1989-)

B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

JOSEPH B. OXENDINE, *Chancellor* (1989-)

B.A., Catawba College; M.Ed., Ed.D., Boston University

*This list includes chief executives since the institution became a totally collegiate-level institution. Prior to 1940, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when Pembroke State University became a constituent institution of The University of North Carolina.

SUMMARY OF ENROLLMENT AND DEGREES CONFERRED 92-93

SUMMER SESSION, 1992

| | |
|----------------------|------|
| First Term | 1003 |
| Second Term | 839 |
| Total Enrolled | 1842 |

FALL SEMESTER, 1992

| | |
|-----------------------------|------|
| Freshmen | 721 |
| Sophomores | 593 |
| Juniors | 581 |
| Seniors | 666 |
| Special | 141 |
| Graduate | 339 |
| Total Number Enrolled | 3041 |

SPRING SEMESTER 1993

| | |
|-----------------------------|------|
| Freshmen | 529 |
| Sophomores | 530 |
| Juniors | 605 |
| Seniors | 676 |
| Special | 137 |
| Graduate | 352 |
| Total Number Enrolled | 2829 |

**DEGREES CONFERRED,
MAY 1992**

| | |
|--|-----|
| Bachelor of Music | 3 |
| Bachelor of Science and Applied Science | 306 |
| Bachelor of Arts | 128 |
| Master of Arts | 79 |
| Master of Science | 4 |
| Total Number of Degrees Conferred | 520 |

**UNIVERSITY ENROLLMENT,
FALL 1992**

| | |
|------------------------|------|
| Men | 1252 |
| Women | 1789 |
| Total Enrollment | 3041 |

OUT-OF-STATE STUDENTS**Fall 1992**

| | |
|-------------------|---|
| Alabama | 0 |
| Alaska | 0 |
| Arizona | 0 |
| Arkansas | 0 |
| California | 0 |
| Colorado | 0 |
| Connecticut | 5 |

| | |
|----------------------------|----|
| Delaware | 0 |
| District of Columbia | 0 |
| Florida | 14 |
| Georgia | 2 |
| Hawaii | 0 |
| Idaho | 0 |
| Illinois | 1 |
| Indiana | 2 |
| Iowa | 1 |
| Kansas | 0 |
| Kentucky | 0 |
| Louisiana | 0 |
| Maine | 0 |
| Maryland | 8 |
| Massachusetts | 2 |
| Michigan | 1 |
| Minnesota | 0 |
| Mississippi | 0 |
| Missouri | 0 |
| Montana | 0 |
| Nebraska | 1 |
| Nevada | 0 |
| New Hampshire | 0 |
| New Jersey | 5 |
| New Mexico | 0 |
| New York | 6 |
| North Dakota | 0 |
| Ohio | 1 |
| Oklahoma | 0 |
| Oregon | 0 |
| Pennsylvania | 2 |
| Rhode Island | 2 |
| South Carolina | 6 |
| South Dakota | 0 |
| Tennessee | 0 |
| Texas | 1 |
| Utah | 0 |
| Vermont | 1 |
| Virginia | 11 |
| Washington | 0 |
| West Virginia | 0 |
| Wisconsin | 1 |
| Wyoming | 0 |

FOREIGN STUDENTS

| | |
|-----------------|----|
| Fall 1992 | 19 |
|-----------------|----|

**ENROLLMENT BY COUNTIES
OF NORTH CAROLINA
FALL 1992**

| | | | |
|------------------|-----|--------------------|------|
| Almance | 20 | Johnston | 14 |
| Alexander | 0 | Jones | 1 |
| Alleghany | 0 | Lee | 3 |
| Anson | 26 | Lenoir | 2 |
| Ashe | 0 | Lincoln | 3 |
| Avery | 0 | Macon | 0 |
| Beaufort | 0 | Madison | 0 |
| Bertie | 0 | Martin | 1 |
| Bladen | 141 | McDowell | 2 |
| Brunswick | 10 | Mecklenburg | 16 |
| Buncombe | 1 | Mitchell | 0 |
| Burke | 1 | Montgomery | 4 |
| Cabarrus | 3 | Moore | 57 |
| Caldwell | 2 | Nash | 5 |
| Camden | 0 | New Hanover | 26 |
| Carteret | 4 | Northampton | 1 |
| Caswell | 1 | Onslow | 19 |
| Catawba | 7 | Orange | 5 |
| Chatham | 6 | Pamlico | 0 |
| Cherokee | 0 | Pasquotank | 0 |
| Chowan | 0 | Pender | 2 |
| Clay | 0 | Perquimans | 1 |
| Cleveland | 2 | Person | 1 |
| Columbus | 206 | Pitt | 2 |
| Craven | 6 | Polk | 0 |
| Cumberland | 461 | Randolph | 4 |
| Currituck | 1 | Richmond | 127 |
| Dare | 4 | Robeson | 1259 |
| Davidson | 1 | Rockingham | 3 |
| Davie | 10 | Rowan | 4 |
| Duplin | 8 | Rutherford | 3 |
| Durham | 10 | Sampson | 13 |
| Edgecombe | 3 | Scotland | 209 |
| Forsyth | 12 | Stanly | 2 |
| Franklin | 0 | Stokes | 2 |
| Gaston | 7 | Surry | 2 |
| Gates | 0 | Swain | 2 |
| Graham | 4 | Transylvania | 1 |
| Granville | 0 | Tyrrell | 0 |
| Green | 0 | Union | 5 |
| Guilford | 17 | Vance | 1 |
| Halifax | 6 | Wake | 56 |
| Harnett | 10 | Warren | 3 |
| Haywood | 0 | Washington | 0 |
| Henderson | 1 | Watauga | 0 |
| Hertford | 1 | Wayne | 8 |
| Hoke | 72 | Wilkes | 4 |
| Hyde | 0 | Wilson | 2 |
| Irdell | 8 | Yadkin | 1 |
| Jackson | 1 | Yancy | 0 |

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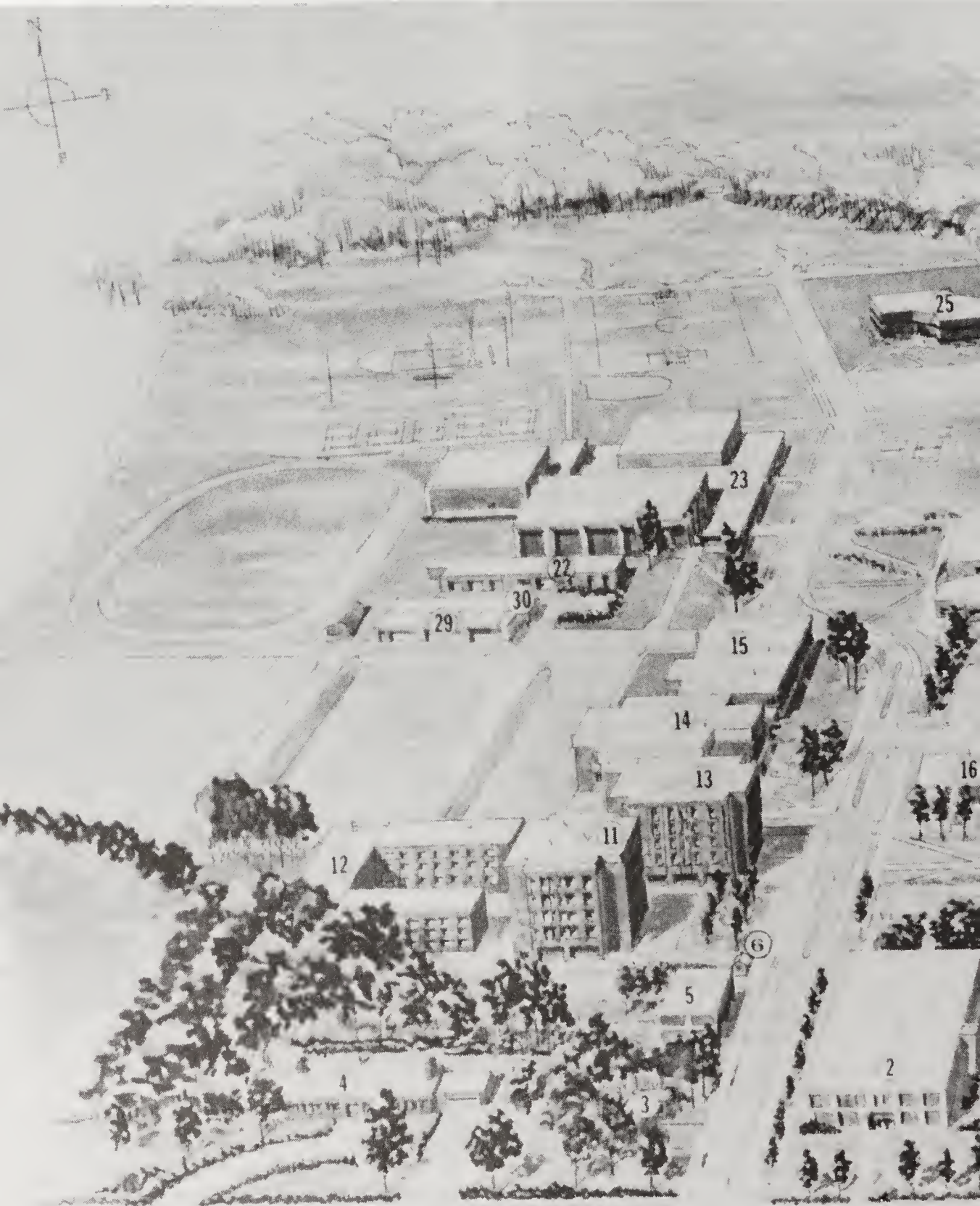
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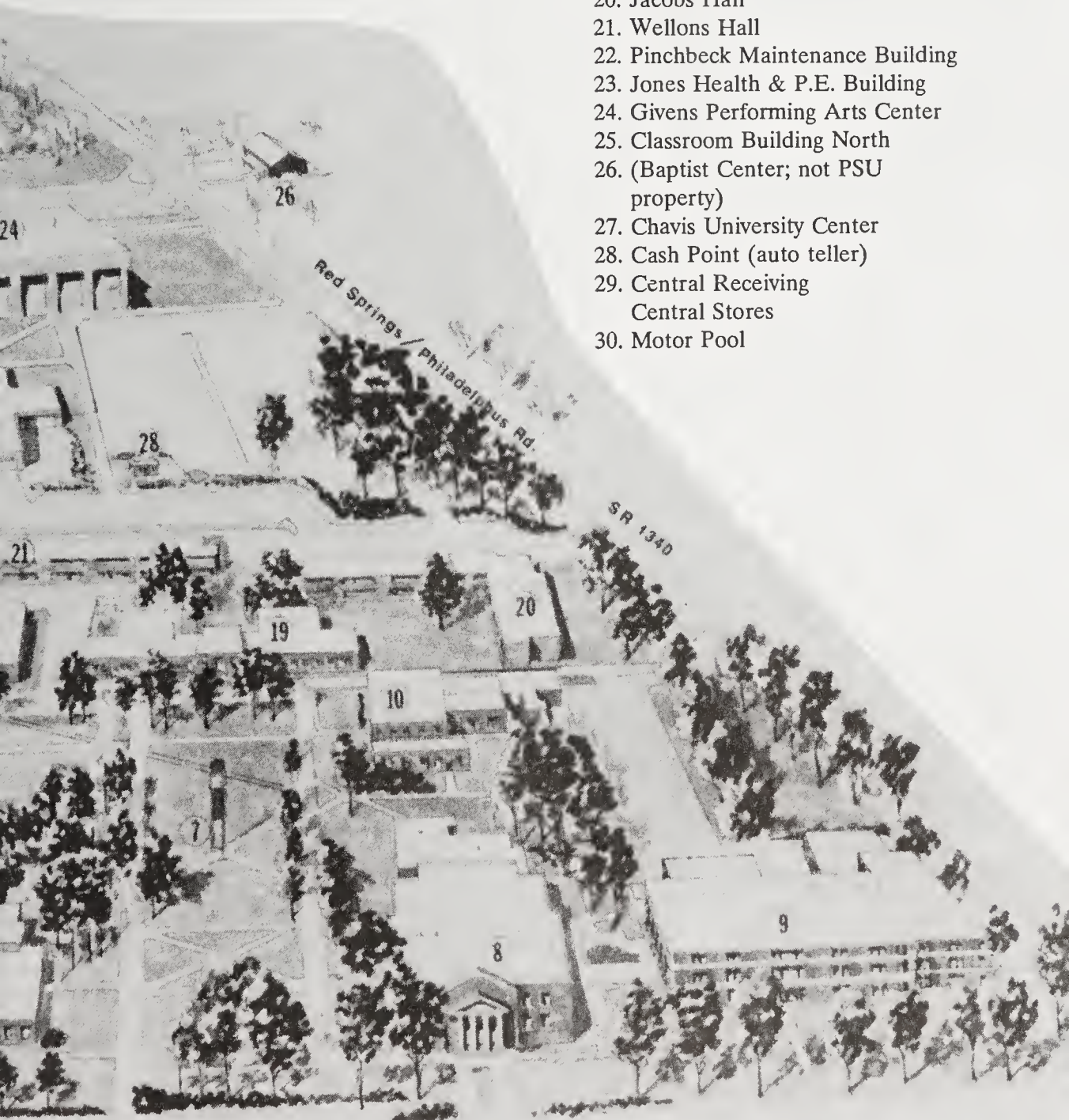


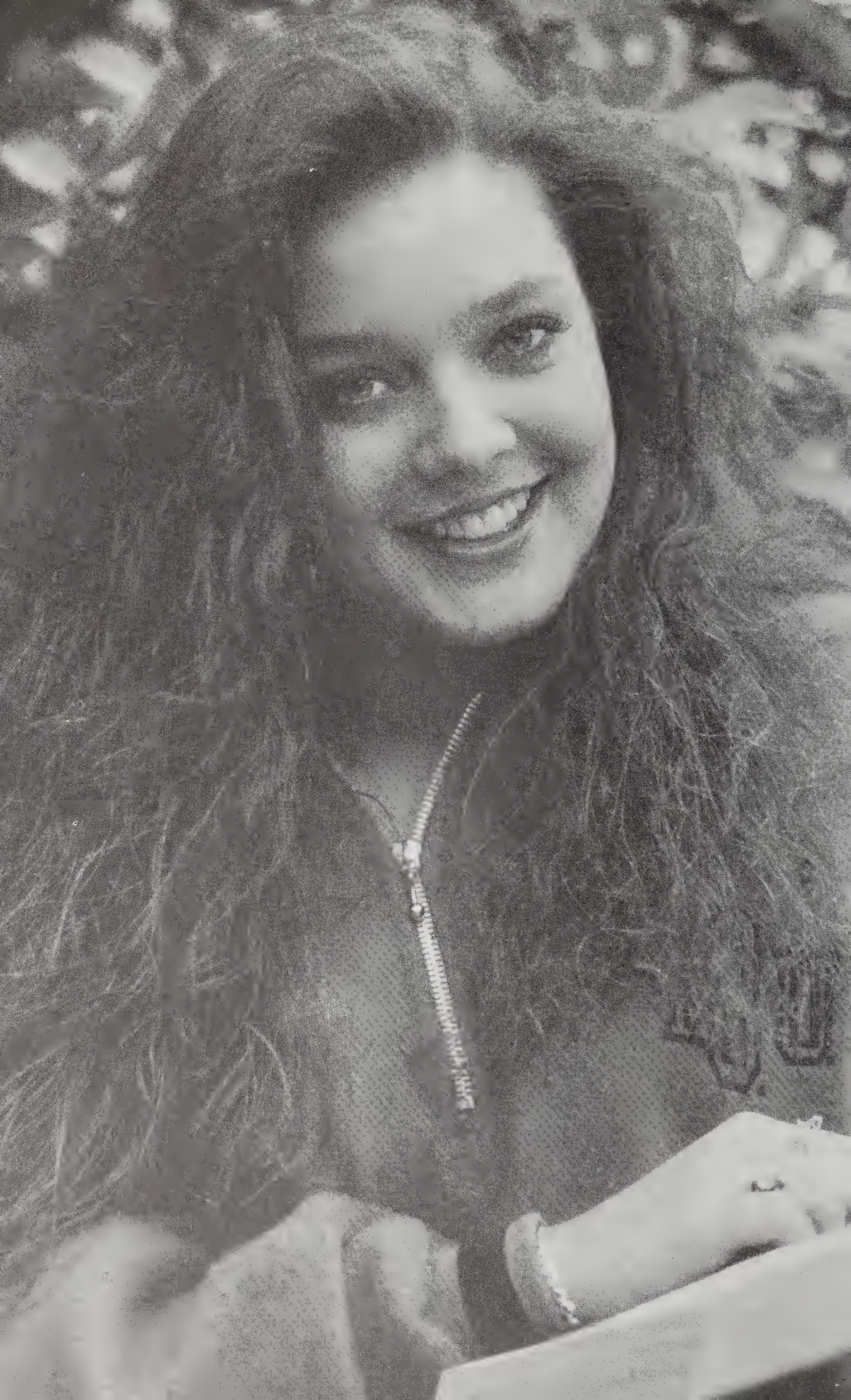
OF THE UNIVERSITY OF NORTH CAROLINA



KEY TO MAP

1. Sampson Hall (Administration)
2. Livermore Library
3. Admissions Building
4. Chancellor's Residence
5. Infirmary
6. Guard House
7. Lowry Bell Tower
8. Old Main
9. Oxendine Science Building
10. Moore Hall
11. Belk Hall
11. West Hall
12. North Hall
14. Educational Center
15. Business Administration Building
16. Continuing Education & Summer School
- Air Force ROTC & Army ROTC
17. Book Store
18. Special Programs
19. Locklear Hall
20. Jacobs Hall
21. Wellons Hall
22. Pinchbeck Maintenance Building
23. Jones Health & P.E. Building
24. Givens Performing Arts Center
25. Classroom Building North
26. (Baptist Center; not PSU property)
27. Chavis University Center
28. Cash Point (auto teller)
29. Central Receiving
 Central Stores
30. Motor Pool





PEMBROKE STATE UNIVERSITY

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